URI Music Handbook

for Undergraduate Students

THE UNIVERSITY OF RHODE ISLAND
125
1892–2017
COLLEGE OF
ARTS AND SCIENCES
MUSIC

Mark Conley, Chair

2017-2018

Fine Arts Center
Department of Music
Kingston, Rhode Island 02881
(401) 874-2431
http://www.uri.edu/music

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PROLOGUE

Euterpe called to me the other day.
As all her children recognize her song
So I (*not* youngest child) awoke to play,
But found her melody had changed ere long:

"New generations come to learn the Art
That dedicated teachers brought to you.
With colleagues, guide them; teach them; give them heart."
And with this charge, she faded from my view.

…

What humble service we can give, we will -
To show Parnassus you have not yet seen.
The mount you think you climb? The first small hill!
Come walk with us, discerning what I mean:

True, careful practice gives us our reward
Of many sounds that give us one: a chord.

Mark Conley, Chair
Department of Music

PROGRAMS OF STUDY

The following information is intended to help students plan their program of study. It provides a supplement to the University Catalog, which is the official statement of all University degree requirements. If the program description should disagree with information presented in *The University of Rhode Island Catalog,* the student is to consider the *Catalog* as the final authoritative source.

DEGREE PROGRAMS

The Department of Music offers the following degree programs:
1. Bachelor of Music with options in performance, music education, and composition. Performance emphasis can be in classical guitar, voice, piano, organ, percussion, saxophone, harp, in all orchestral string, woodwind and brass instruments, and jazz (saxophone, trumpet, piano, guitar, string bass, and drum set).
2. Bachelor of Arts in Music with options in music, jazz studies or music history and literature.
3. Master of Music with options in music education (with areas of concentration in conducting, performance/essay, composition, and research/thesis) or music performance (with areas of concentration in classical guitar, voice, piano, organ, percussion, saxophone, harp, all orchestral string, woodwind and brass instruments, composition and conducting).

Minors in Music are offered with four areas of concentration:
a. Music Minor – 21-22 credits and gives students a broad-based background in music. Course work in this option is similar to that taken by students starting work toward a B.A. or B.M. degree in music.
b. Music Performance Minor – 19-21 credits and gives students the opportunity for a more concentrated study in voice or on an instrument.
c. Jazz Studies Minor – 19 credits and offers students concentrated study in jazz and music courses.
d. Individual Music Minor – 18 credits and gives students more flexibility. In this option, students design their minor program under the advisement and sponsorship of a faculty member.

BACHELOR OF ARTS IN MUSIC

Students selecting music as a major have three options: *jazz studies, music or music history and literature.*

Students can be admitted to the B.A. degree program only after a successful audition in the principal applied area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history and performance must be validated by placement examinations.

Jazz Studies. Students selecting this option must complete 43 credits in musicianship and music performance as follows: *Musicianship:* MUS 119 (1) (fulfills URI 101 requirement), 120 (2), 121 (2), 122 (2), 225 (2), 226 (2), 424 (3), 106 (3), 221 (World Music Unit) (1), 222 (3), 322 (Jazz and Popular Music Units) (2), 280 (0), 480 (1). *Music Performance:* **A:** Six semesters of applied music study in the student's principal area of jazz instrumental performance (MUS 110W, 210W and 310W) at 2 credits per semester (12). A successful audition is required prior to study in the principal applied area of jazz instrumental performance. Applied study for the B.A. in Music with a jazz option is limited to the following instruments: saxophone, trumpet, trombone, piano, string bass, guitar and drum set. **B:** Two semesters of major ensembles MUS 291, 292, 293, 394, 395, 397 and 398G (2). **C:** Two semesters of MUS 391(2) and three semesters of MUS 396 or 398J (3). A successful audition is required prior to participation in jazz ensembles. **D:** MUS 350 with emphasis on jazz styles (0). **E:** Seven semesters of MUS 300 (0). *Electives:* 38 credits, of which a minimum of 30 must be in non-music courses. The Department recommends that 8 credit hours of electives be taken in music. At least six of these credits should be in upper-division music courses. Students who are deficient in keyboard skills must take MUS 171 (1) and MUS 172 (1). MUS 171 and 172 may count as two of the recommended music electives.

A minimum of 120 credits is required for graduation. At least 42 of these credits must be in courses at the 300 level or above.

Music. Students selecting this option must complete 36 credits in musicianship and performance as follows: *Musicianship:* MUS 119 (1); 120, 121, 122, 225, 226, 227, 228 (14); 221, 222 (6); 322 or upper-division music history (3); 280 (0) and 480 **[capstone]** (1). Students who are deficient in keyboard skills must take MUS 171 (1). *Performance:* four semesters of the principal applied music area, at two credits per semester (8); three semesters of ensembles appropriate to the principal applied music area, MUS 291, 292, 293, 394, 395, 396, 397 or 398G (3); seven semesters of MUS 300 (0). A successful audition is required prior to study in the principal applied music area. *Electives:* 45 credits, of which a minimum of 30 credits must be in non-music courses. The department strongly recommends that 15 credits of electives be taken in music. At least six of these credits should be in upper-division music courses.

A minimum of 120 credits is required for graduation. At least 42 of these credits must be in courses at the 300 level or above.

Music History and Literature. Students choosing this option must complete 43 credits in musicianship and performance as follows: *Musicianship:* MUS 119(1); 120, 121, 122, 225, 226, 227, 228 (14); 221, 222, 322 (9); three upper-division music history courses (9); 280 (0) and 480 **[capstone]** (1). Students who are deficient in keyboard skills must take MUS 171 (1). *Performance:* four semesters of the principal applied music area, at two credits for two semesters and at one credit for two semesters (6); three semesters of major ensembles appropriate to the principal applied music area, MUS 291, 292, 293, 394, 395, 396, 397 or 398G (3); seven semesters of MUS 300 (0). A successful audition is required prior to study in the principal applied music area. *Electives:* 38 credits, of which a minimum of 30 must be in non-music courses. The Department strongly recommends that eight credit hours of electives be taken in music. At least six of these electives should be in upper-division music courses. *Other:* Nine credits of foreign language proficiency through 103 in any one language, which may be also counted toward the General Ed. requirements in Foreign Language or Non-Music Electives.

A minimum of 120 credits is required for graduation. At least 42 of these credits must be in courses at the 300 level or above.

BACHELOR OF ARTS IN MUSIC (*1)
(with the Music History and Literature option)

FRESHMAN/FALL

MUS 110 (A-U) Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I (*4)	1
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
Foreign Language (*3)	3
General Education (3+3)	6
	16

FRESHMAN/SPRING

MUS 110 (A-U) Principal Applied Music Area	2
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
Foreign Language (*3)	3
General Education (3+3)	6
	16

SOPHOMORE/FALL

MUS 210 (A-U) Principal Applied Music Area	1
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight-Singing III	2
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
Foreign Language (*3)	3
General Education	3
Elective (Music Suggested)	1
	16

SOPHOMORE/SPRING

MUS 210 (A-U) Principal Applied Music Area	1
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight-Singing IV	2
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
General Education (3+3)	6
	14

JUNIOR/FALL

MUS 300 Music Convocation	0
MUS 322 History of Music III	3
General Education	3
Electives	9
	15

JUNIOR/SPRING

MUS 300 Music Convocation	0
Upper-Division Music History (*5)	3
General Education	3
Electives (Music Suggested)	1
Electives	7
	14

SENIOR/FALL

MUS 300 Music Convocation	0
Upper-Division Music History (*5)	3
General Education (3+3)	6
Elective (Music Suggested)	3
Electives	3
	15

SENIOR/SPRING

MUS 480 Graduation Portfolio	1
Upper-Division Music History (*5)	3
Elective (Music Suggested)	3
Electives	8
	15

* Fulfills URI 101 requirement

Minimum Credits for Degree   120

(*1) Each candidate for a Bachelor of Arts degree must take at least 42 credits in courses numbered 300 or above and must have an overall grade point average of at least 2.00. Half or more of the credits in the major must be earned at the University of Rhode Island.

(*2) Music ensembles include MUS 291, 292, 293, 394, 395, 396, 397, 398G. Major ensembles must be appropriate to the principal applied area. Participation in major ensembles beyond the first semester of the sophomore year is encouraged and welcomed.

(*3) Students concentrating in music history and literature must take nine credits of foreign language and must have proficiency through 103 in any one language.

music electives.

(*5) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434.

Music History and Literature
120 Credits Total
43 Credits in Major

ABOUT THE BA DEGREE MUSIC OPTION:

The BA in Music combines a program of performance, history and theory with more in-depth study in the liberal arts, while the BOM provides more intensive training in music. The Music BA has three areas of concentration: Music - with a focus on music performance, history and theory; Music History and Literature - with a focus on musicology; and Jazz Studies - with focus on jazz performance, history, theory, improvisation and cultural aspects.

STEP 1:

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 280		0	
MUS 322		3	
MUS 480		1	
3 Upper-Division Music History Courses			
MUS _____		3	
MUS _____		3	
MUS _____		3	
4 semesters, 6 credits in Applied Music			
MUS 110 A-U			
MUS 110 A-U			
MUS 210 A-U			
MUS 210 A-U			
Major Ensembles-3 Semesters, 1 credit per semester from: MUS 291, 292, 293, 394, 395, 396, 397, 398G			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS 300 - Music Convocation: Minimum 7 semesters at 0 credits per semester			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	

42 credits at the 300-level or higher (Major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

Elective Credits

Course	Semester	Credits	Grade
The Music Department strongly recommends that students take an additional 8 credits in MUS electives, 6 of which should be upper-division. Students deficient in keyboard skills must MUS 171 for 1 credit.			
Students pursuing a BA in Music must complete a minimum of 30 credits in non-Music courses.			

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Music History and Literature

120 Credits Total

43 Credits in Major

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:   **STEP 3:**

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	**Cr.**		**Course**	**Cr.**
			Total Gen Ed credits	**40**

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF ARTS IN MUSIC
(with the Jazz Studies option)

FRESHMAN/FALL

MUS 110W Principal Applied Music Area (*1)	2
MUS 106 History of Jazz	3
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I (*3)	1
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
General Education (3+3)	6
	16

FRESHMAN/SPRING

MUS 110W Principal Applied Music Area (*1)	2
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II (*3)	1
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
General Education (3+3+3)	9
	17

SOPHOMORE/FALL

MUS 210W Principal Applied Music Area (*1)	2
MUS 221 History of Music (World Music Unit)	1
MUS 322 History of Music III (Jazz & Popular Units)	2
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight-Singing III	2
MUS 300 Music Convocation	0
General Education	3
	12

SOPHOMORE/SPRING

MUS 210W Principal Applied Music Area (*1)	2
MUS 300 Music Convocation	0
MUS 391 Jazz Studio Lab	1
MUS 280 Mid-Program Portfolio	0
MUS 222 History of Music II	3
General Education (3+3+3)	9
	15

JUNIOR/FALL

MUS 310W Principal Applied Music Area (*1)	2
MUS 300 Music Convocation	0
MUS 396 or 398J Major Ensembles/Jazz	1
MUS 391 Jazz Studio Lab	1
General Education (3+3+3)	9
Electives	3
	16

JUNIOR/SPRING

MUS 310W Principal Applied Music Area (*1)	2
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
MUS 396 or 398J Major Ensembles/Jazz	1
MUS 424 Jazz Theory and Improvisation	3
General Education	3
Electives	6
	15

SENIOR/FALL

MUS 300 Music Convocation	0
MUS 396 or 398J Major Ensembles/Jazz	1
Elective (Music Suggested)	3
Electives	12
	16

SENIOR/SPRING

MUS 480 Graduation Portfolio	1
Elective (Music Suggested)	3
Electives	9
	13

* Fulfills URI 101 requirement

Minimum Credits for Degree   120

(*1) MUS 110W-310W are strictly limited to saxophone, trumpet, trombone, piano, string bass, guitar and drum set
(*2) Music ensembles include MUS 291, 292, 293, 394, 395, 397, 398G. Major ensembles must be appropriate to the principal applied a
Participation in major ensembles, other than jazz, beyond the sophomore year is encouraged and welcomed.
(*3) Students who are deficient in keyboard skills must take MUS 171 and MUS 172. Class Piano I and II, MUS 171 and 172 count as
two (2) of the eight (8) recommended music electives.

Jazz Studies Option

120 Credits Total   43 Credits in Major

ABOUT THE MUSIC BA DEGREE JAZZ STUDIES OPTION:

The BA in Music combines a program of performance, history and theory with more in-depth study in the liberal arts, while the BOM provides more intensive training in music. The Music BA has three areas of concentration: Music - with a focus on music performance, history and theory; Music History and Literature - with a focus on musicology; and Jazz Studies - with focus on jazz performance, history, theory, improvisation and cultural aspects.

Major Requirements: **STEP 1:**

MUSICIANSHIP

Course	Semester	Credits	Grade
MUS 106		3	
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		1	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 280		0	
MUS 322		2	
MUS 424		3	
MUS 480		1	
5 credits in Music Performance			
MUS 350		0	
MUS 391		1	
MUS 391		1	
MUS 396 or 398J		1	
MUS 396 or 398J		1	
MUS 396 or 398J		1	
12 credits in Applied Music			
MUS 110W		2	
MUS 110W		2	
MUS 210W		2	
MUS 210W		2	
MUS 310W		2	
MUS 310W		2	
MUS 300 - Music Convocation: 7 semesters at 0 credits per semester			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Major Ensembles-2 Semesters, 1 credit per semester from: Sax, Trumpet, Trombone-MUS 291, 292, 293, 394, 395, 397 Piano, String Bass, Guitar, Drum-MUS 396 or 398J			
MUS _____		1	
MUS _____		1	

42 credits at the 300-level or higher (Major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

ELECTIVE CREDITS

Course	Semester	Credits	Grade
The Department strongly recommends that students take an additional 8 credits in MUS electives, 6 of which should be upper-division. Students deficient in keyboard skills must take MUS 171 and MUS 172 for 1 credit each.			
Students pursuing a BA in Music must complete a minimum of 30 credits in non-Music courses.			

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Jazz Studies Option

120 Credits Total

43 Credits in Major

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:   **STEP 3:**

General Education Credit Count				General Education Outcome Audit	
At least 40 credits, no more than 12 credits with the same course code.					**Course**
				KNOWLEDGE	
Course	**Cr.**	**Course**	**Cr.**	**A1. STEM**	
				A2. Social & Behavioral Sciences	
				A3. Humanities	
				A4. Arts & Design	
				COMPETENCIES	
				B1. Write effectively	
				B2. Communicate effectively	
				B3. Mathematical, statistical or computational strategies	
				B4. Information literacy	
				RESPONSIBILITIES	
				C1. Civic knowledge & responsibilities	
				C2. Global responsibilities	
				C3. Diversity and Inclusion	
				INTEGRATE & APPLY	
				D1. Ability to synthesize	
				GRAND CHALLENGE	
		Total Gen Ed credits	**40**	**G. Check that at least one course of your 40 credits is an approved "G" course**	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF ARTS IN MUSIC (*1)
(with the Music option)

FRESHMAN/FALL

MUS 110 (A-U) Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I (*2)	1
MUS 300 Music Convocation	0
Major Ensemble (*3)	1
General Education (3+3+3)	9
	16

FRESHMAN/SPRING

MUS 110 (A-U) Principal Applied Music Area	2
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 300 Music Convocation	0
Major Ensemble (*3)	1
General Education (3+3+3)	9
	16

SOPHOMORE/FALL

MUS 210 (A-U) Principal Applied Music Area	2
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight-Singing III	2
MUS 300 Music Convocation	0
Major Ensemble (*3)	1
General Education (3+3)	6
	16

SOPHOMORE/SPRING

MUS 210 (A-U) Principal Applied Music Area	2
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight-Singing IV	2
MUS 300 Music Convocation	0
MUS 280 Mid-Program Portfolio	0
General Education (3+3)	6
	15

JUNIOR/FALL

MUS 322 History of Music III or	
Upper-Division Music History (*4)	3
MUS 300 Music Convocation	0
General Education (3+3)	6
Electives (Music Suggested)	3
Electives	3
	15

JUNIOR/SPRING

MUS 300 Music Convocation	0
General Education	3
Electives (Music Suggested)	3
Electives	9
	15

SENIOR/FALL

MUS 300 Music Convocation	0
Elective (Music Suggested)	3
Electives	9
	12

SENIOR/SPRING

MUS 480 Graduation Portfolio	1
Elective (Music Suggested)	6
Electives	9
	16

* Fulfills URI 101 requirement

Minimum Credits for Degree   120

(*1) Each candidate for a Bachelor of Arts degree must take at least 42 credits in courses numbered 300 or above and must have an overall grade point average of at least 2.00. Half or more of the credits in the major must be earned at the University of Rhode Island.
recommended music electives
(*3) Music ensembles include MUS 291, 292, 293, 394, 395, 396, 397, 398G. Major ensembles must be appropriate to the principal applied area. Participation in major ensembles beyond the first semester of the sophomore year is encouraged and welcomed.
(*4) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434.

Music Option
120 Credits Total
36 Credits in Major

ABOUT THE BA DEGREE MUSIC OPTION:
The BA in Music combines a program of performance, history and theory with more in-depth study in the liberal arts, while the BOM provides more intensive training in music. The Music BA has three areas of concentration: Music - with a focus on music performance, history and theory; Music History and Literature - with a focus on musicology; and Jazz Studies - with focus on jazz performance, history, theory, improvisation and cultural aspects.

STEP 1:

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 280		0	
MUS 322 Or upper-level Music History		3	
MUS 480		1	
8 credits in Applied Music			
MUS 110 A-U		2	
MUS 110 A-U		2	
MUS 210 A-U		2	
MUS 210 A-U		2	
Major Ensembles-3 Semesters, 1 credit per semester from: MUS 291, 292, 293, 394, 395, 396, 397, 398G			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS 300 - Music Convocation: Minimum 7 semesters at 0 credits per semester			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	

42 credits at the 300-level or higher (Major and general education courses may fulfill this requirement)

Course	Credits	Course	Credits

Elective Credits

Course	Semester	Credits	Grade
The Music Department strongly recommends that students take an additional 8 credits in MUS electives, 6 of which should be upper-division. Students deficient in keyboard skills must MUS 171 for 1 credit.			
Students pursuing a BA in Music must complete a minimum of 30 credits in non-Music courses.			

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Music Option

120 Credits Total

36 Credits in Major

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

STEP 3:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	**Cr.**		**Course**	**Cr.**
			Total Gen Ed credits	**40**

General Education Outcome Audit	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC

Students selecting the Bachelor of Music degree program have three options: *music composition, music education or music performance.*

Students can be admitted to the B.M. degree program only after a successful audition in the principal applied area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history and performance must be validated by placement examination.

All Bachelor of Music students must successfully complete Option I or Option II of the piano proficiency requirement. In Option I, students must pass all seven piano proficiencies by the end of their junior year. Piano proficiency examinations before the faculty examination committee are scheduled on a regular basis during the fall and spring semesters. In Option II, students take MUS 171, 172, 271 and 272 and successfully pass each course with a grade no lower than a C. Failure to pass either option will require re-examination in succeeding semesters. The B.M. degree will not be granted until this requirement is fulfilled.

Students selecting Option I will need to demonstrate the following seven piano proficiencies: 1) *nomenclature,* answering questions which deal with nomenclature concerning the piano as well as nomenclature which may concern tempo, dynamics and/or other elements of music; 2) *scales*, performing all major scales two octaves, hands together, by memory at a tempo of M.M.=144 per note; 3) *harmonizing at sight,* by reading two melodies taken from any major or minor key chosen by the examination committee, improvising suitable accompaniments for the melodies by using diatonic triads and secondary dominants, and reading from chord symbols; 4) *transposition*, by transposing at sight two melodies selected by the examination committee; students will be asked to transpose the melodies up or down by either a half step or whole step; 5) *patriotic songs*, by playing *America* and *The Star-Spangled Banner* in a manner suitable for accompanying community or school singing; these accompaniments are to be prepared in advance; 6) *sight-read accompaniments,* by playing at sight a four-part song and an accompaniment for a vocal or instrumental soloist; and 7) *repertoire,* by playing two prepared piano pieces by contrasting composers; each piece must be approved in advance by a member of the piano faculty or an instructor of class piano.

No student should participate in more than three major ensembles in a single semester.

In addition, students select one of the following options:

Music Composition

Students selecting the music composition option must complete eight semesters of applied composition (MUS 110V, 210V, 310V, 410V), two credits per semester (16); eight semesters of MUS 300 (0); and four semesters of secondary applied music areas, one credit per semester (4); MUS 171 and 172 are required if students select piano proficiency option II. Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272, which can count as secondary applied music areas. Secondary applied credits as needed. Secondary applied credits as needed must come from MUS 110-410 or MUS 169, 170, 173, 175, 177, or 179. Also required are eight semesters of major ensembles MUS 292, 293, 394, 395, or 397 appropriate to the principle applied music area (8). For the studio composition specialization, credits in MUS 396 may be included. Also required are MUS 119 (1); MUS 120-, 121, 122, 225, 226, 227, 228, 416 (17); 221, 222, 322 (9); 235 (2) and 311 (2) 417, 420, and 421 (9) (for students wishing to specialize in studio composition, three credits of MUS 424 may be substituted for MUS 420); an upper-division music history course (3); MUS 450 Senior Composition Recital [capstone] (0); MUS 280 (0) and 480 [capstone] (2); and six credits of electives, at least three of which should be in upper-divisions music courses.

 A minimum of 120 credits is required for graduation.

Music Education

See **Admission to Teacher Education** for admission requirements for teacher education programs. Completing all requirements in the music education option leads to an initial teaching certificate for music in grades K-12 in the State of Rhode Island. Students selecting this option must complete 89 credit hours in *Studies in Music* and *Professional Education,* as follows:

Studies in Music (64 credits): seven semesters of the principal applied music area (instrument or voice must be selected from MUS 110-410 A-U only; applied study in jazz as the principal applied music area is not acceptable for the music education option), two credits per semester (14). Seven semesters of MUS 300 (0); senior recital MUS 450 **[capstone]** (0). Four semesters of secondary applied music areas, one credit per semester (4). MUS 171 and 172 are required as secondary applied music areas if students select piano proficiency option II. Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272, which can count as secondary applied music areas. Other secondary applied credits as needed must come from MUS 110-410 (in an applied area other than the principal applied music area) or MUS 169, 170, 173, 175, 177 or 179. Seven semesters of major ensembles appropriate to the principal applied music area, at 0 or 1 credit per semester (6). Major ensembles include MUS 292, 293, 394, 395 and 397; no more than two semesters of MUS 291 and/or 396 can count toward the major ensemble requirement. MUS 119 (1); 120, 121, 122, 225, 226, 227, 228 (14); 416 or 417 (3); 221, 222, 322 (9). MUS 169, 170, 173, 175, 177, 179 at a minimum of 1 credit each (6); 235 (2); 311, 312 (5).

Professional Education (28 credits): Students pursuing the music education option must apply for admission to the Office of Teacher Education in the School of Education; see **Admission to Teacher Education** for admission requirements. MUS 280 (0); 480 **[capstone]** (2); MUS 238, 339, 340, 341 (10); EDC 250 (1), 484 (12), 485 (3). PSY 113 (3) is required as a *Professional Education* course but also counts toward the Social Science requirement in the Basic Liberal Studies program. Piano proficiency examination and School of Education testing requirements are explained in detail in the section titled **Academic Policies and Procedures**.

A minimum of 131 credits is required for graduation.

Music Performance

All students in the music performance option must take the following music courses: eight semesters of MUS 300 (0); MUS 350 (0) and 450 **[capstone]** (0); MUS 119 (1); 120, 121, 122, 225, 226, 227, 228, 416 (17); 221, 222, 322 (9). MUS 235 (2) and 442 (2); 311 (2); 280 (0); 480 **[capstone]** (2). Students in Jazz option must take MUS 424 in place of MUS 416. Jazz option students must also take MUS 106 (3) along with MUS 221, 222, 322 for 12 credits total.

A minimum of 124 credits is required for graduation. In addition, students must select one of the following five sub-options:

Classical Guitar: eight semesters of the principal applied music area. Two semesters of MUS 110T at two credits in the first semester and three credits in the second (5); two semesters of MUS 210T at three credits each (6); two semesters of 310T and 410T at four credits each (16). MUS 171 and 172 (2). Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272. Four semesters of major ensembles MUS 292, 293, 394, 395, 396 or 397 (4). Four semesters of guitar ensemble (MUS 398G), and three semesters of playing guitar in chamber music ensembles (MUS 398) (7). An upper-division music history course (3); an upper-division music theory course (3). Four credits of electives, at least three of which should be in upper-division music courses.

Jazz (limited to saxophone, trumpet, trombone, piano, guitar, string bass and drum set): eight semesters of the principal jazz applied music area. Two semesters of MUS 110W at two credits in the first semester and three credits in the second (5); two semesters of MUS 210W at 3 credits each (6); two semesters of 310W and 410W at four credits each (16). MUS 171 and 172 (2). Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272. Four semesters of major ensembles MUS 291, 292, 293, 394, 395 or 397 (4). Two semesters of jazz studio ensemble (MUS 396), two semesters of jazz studio lab (MUS 391) and four semesters of

chamber music ensembles/jazz (MUS 398J) (8). An upper-division music history course or an upper-division music theory course (3). Three credits of electives which should be in upper-division music courses.

Orchestral Instrument: eight semesters of the principal applied music area. Two semesters of MUS 110 at two credits in the first semester and three credits in the second (5); two semesters of MUS 210 at three credits each (6); two semesters of 310 and 410 at four credits each (16). MUS 171 and 172 (2). Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272. Eight semesters of major ensembles MUS 292, 394 or 397 (8). Three semesters of secondary or chamber music ensembles (3). An upper-division music history (3); an upper-division music theory (3). Four credits of electives, at least three of which should be in upper-division music courses.

Piano or Organ: eight semesters of the principal applied music area. Two semesters of MUS 110B or C and 210B or C at three credits each (12); two semesters of 310B or C and 410B or C at four credits each (16). All students pursuing this sub-option must pass the piano proficiency examination by the end of the second semester of the junior year. Keyboard majors can waive MUS 171, 172, 271 and 272, courses normally taken to develop the skills necessary to pass the piano proficiency examination. Four semesters of major ensembles of major ensembles MUS 292, 293, 394, 395 or 397 (4). Six semesters of piano accompanying (MUS 371) or playing piano in chamber music ensembles (MUS 398) (6). MUS 420 (3). An upper-division music history course (3). Six credits of electives, at least three of which should be in upper-division music courses.

Voice: eight semesters of the principal applied music area. Two semesters of MUS 110A at two credits the first semester and three credits the second (5); two semesters of MUS 210A at three credits each (6); two semesters of MUS 310A and 410A at four credits each (16). MUS 171, 172, 271 and 272 (4). Eight semesters of major ensembles MUS 293 or 395, at zero or one credit per semester (7). Two semesters of chamber music or other music ensembles (2). MUS 283 (3). Four credits of electives, at least three of which should be in upper-division music courses. Students selecting voice must also take nine credits of foreign language in two or more languages. This requirement may be modified or satisfied by advanced placement.

MUSIC EDUCATION CHECKLIST

1. **Application and successful audition to the URI Department of Music**

_____ Completion of required coursework as listed in the URI Music Handbook (Undergraduate only)

_____ Transfer from University College into Degree Granting College

_____ Completion of an application for admission into the URI Teacher Education Program

_____ Recommendations from faculty and others who have knowledge of the candidate's experience or interest in working in education

_____ A writing sample expressing career goals, experience in working with children, and expectations as a teacher

_____ Passing scores on the Praxis I: Test (Pre-Professional Skills Test in Reading, Writing and Mathematics) or documentation of a score of 1100 or above combined verbal and math on SATs

_____ Cumulative GPA of 2.50 or better, and GPA in the academic major of 2.5 or better

_____ Design and development of a portfolio showing professional knowledge, degree coursework, and career achievements

_____ Successful interview with Music Education Faculty (October for fall; February for Spring, usually while enrolled in EDC 250)

2. **ENTRY Level – Application and successful admission to URI School of Education Teacher Preparation Program**

_____ School of Education application form

_____ Passing scores on the Praxis I: Test (Pre-Professional Skills Test in Reading, Writing, and Mathematics) or documentation of a score of 1100 or above combined verbal and math on SATs

_____ Cumulative GPA of 2.50 or better, and GPA in the academic major of 2.5 or better (unofficial transcript acceptable)

_____ Design and development of a portfolio (MUS 280) showing professional music teaching knowledge, degree coursework and career achievements

_____ Recommendations from faculty and others who have knowledge of the candidate's experience or interest in working in education

_____ A writing sample expressing experience working with children, expectations as a music teacher, philosophy of music education and career goals

_____ Successful interview with Music Education Screening Committee (October for fall; February for spring)

3. **MID-Level – Application and successful clearance for student teaching in music**

_____ Application for student teaching. This form must be signed by the Coordinator of Music Education verifying that you have completed all the prerequisites as stated in the URI Music Handbook and all of the piano proficiencies.

_____ Application for a student certificate (semester prior to student teaching, signed by the Coordinator of Music Education – this certificate must be with you during your student teaching. It can be used following successful completion of student teaching as your authorization to substitute teach during the months of January through the balance of the school year for fall semester student teachers, and May and June for spring semester student teachers)

_____ Submit passing scores of Praxis II: Principles of Learning and Teaching test. Either K-6 test #30522 or 7-12 test #30524

_____ Submit passing scores of Praxis II: Music: Content Knowledge test #10113

_____ Complete Piano Proficiency Requirement (Option I or II)

_____ Successful completion of Unit Plan (MUS 238) linked to Rhode Island Professional Teacher Standards

_____ Audit of coursework by the Dean's office and by the Chairperson of the Department of Music

_____ Documentation of a negative result of TB test within 6 months of the beginning of student teaching: (Free to full time students at Health Services) Keep the results of your TB test and Student Teacher Certificate with you during the student teaching experience. One photo copy of the TB test results must be filed with the Office of Teacher Education

_____ Criminal background check (BCI)

_____ Report for the Health Workshop during the student teaching experience. This is typically during the first two weeks of student teaching on the URI campus and is required for state certification

4. EXIT-Level – Student teaching

_____ Register for the Music section of EDC 484 (12 credits), EDC 485 (3 credits) and MUS 480 (2 credits)

_____ Contact your cooperating teacher no less than one month prior to the beginning of the student teaching experience to discuss orientation procedures

_____ Normally, student teaching begins before the first day of classes at URI and may begin as early as the first day of the public school calendar. The school district calendar is adhered to in all other cases. See Coordinator of Music Education for start and end dates; see http://www.ride.ri.gov/ for district calendars.

_____ Give the Student Teaching in Music Handbook to each of your cooperating teachers prior to the beginning of student teaching

_____ Have the cooperating teachers complete an Interim Progress Report (found in the Student Teaching in Music Handbook), discuss it with you and submit it to the Coordinator of Music Education

_____ Facilitate the scheduling of on-site observations by your URI supervising teacher(s). Ideally the supervising teacher should visit early in the student teaching experience to evaluate and discuss the setting, midway through the student teaching experience to offer feedback, and late in the student teaching experience to help to evaluate the student teacher's progress

_____ Complete benchmark assessment for School of Education through True Outcomes

5. Exit student teaching; successful completion of student teaching and outcomes assessment tasks

_____ Have your cooperating teachers complete final evaluations including RIPTS and music content addendum (See student teaching handbook)

_____ Request written letters of recommendations from your cooperating teachers and others

_____ Apply for Substitute Teaching for the remainder of the semester (remember that following successful completion of student teaching, your student teaching certificate authorizes you to substitute teach during the months of January through the balance of the school year for fall semester student teachers, and May and June for spring semester student teachers). This can lead to increased networking possibilities for your job search and reference building

_____ Confirm that transcript includes NCATE statement; this occurs when all benchmark assessments show successful completion and course work is audited
   Date: National Council for Accreditation of Teacher Ed – NCATE
   Milestone Status: Complete
   This student has completed a state-approved educator preparation program under the terms of the Interstate Agreement for the Qualifications of Educational Personnel. The education programs at the University of Rhode Island are accredited by NCATE.
   Date - Completed

_____ Apply for initial teaching certification through Rhode Island Department of Education (See http://www.ride.ri.gov/)

_____ Land a job! Use the Career Services resources at URI as well as internet job services, newspaper, and Rhode Island Music Educators Association list serve (www.rimea.org) to stay on top of the job market. Watch the paper- many schools are only required to advertise openings once in the newspaper. (Be patient – many first-year teaching jobs are found in August and even September)

ADMISSION TO TEACHER EDUCATION
(See Music Education Checklist)

Students majoring in music education are required to apply for admission to the URI School of Education teacher education program. Application deadlines are February 1 in spring semesters. In order to complete the program of study within four years, this application must be made during the second semester of the sophomore year. Students should consult the URI School of Education (SOE) webpage for information regarding requirements and the application process at https://www.uri.edu/hss/education.htm. Application forms are available on the SOE website by following the link for "Prospective Applicants". Applications are submitted first to the Office of Teacher Education (701 Chafee, 401-874-5930). After screening by the Office of Teacher Education, students may schedule interviews and portfolio assessments with the music education screening committee through the Coordinator of Music Education. Students receive a letter from the Office of Teacher Education notifying them of admission status upon completion of the interview and portfolio assessment. Questions regarding the undergraduate teacher education program should be addressed to the Coordinator of Music Education.

The URI Council determines standards of admission to teacher education for Teacher Education and the Department of Music. A Department of Music screening committee according to criteria that appear below will review applicants. The screening committee shall be comprised of faculty who teach music methods courses or are involved with supervision of music education students and may include the Coordinator of Music Education and/or Chairperson for the Department of Music. Admission to teacher education will be based on the following criteria:
   1. Completed SOE application form available form available at www.edu/hss/education

2. Passing scores of a standardized test of basic skills (PRAXIS I: PPST), which shall consist of Reading, Writing and Mathematics sections. This requirement can also be satisfied with a minimum SAT score of 1150 in combined verbal and mathematics
3. The applicant's academic record (unofficial transcript is acceptable) including a cumulative grade point average of 2.5 or better and grades in the academic major (music) averaging 2.5 or better.
4. Current Criminal Background check (BCI).

Requirements 1-4 must be submitted to the Office of Teacher Education in Chafee, Room 701 on February 1 each spring prior to scheduling screening interview and portfolio presentation. The Coordinator of Music Education schedules entry to SOE interview and portfolio presentation.

Interview with the Department of Music screening committee includes hard copy and digital portfolio presentation. Portfolio requirements include:
a) Recommendations from faculty and others who have knowledge of the candidate's experience or interest in working in education.
b) A writing sample (essay) expressing experience working with children, expectations as a music teacher, and philosophy of music education and career goals.
c) Portfolio as developed and designed in MUS 280 (or equivalent for transfer/TCP students) showing professional knowledge including lesson plans and field experience, journals, degree coursework including juries and academic music work of theory or history and career achievements.

Applicants who fail to gain admission should seek counsel from the Coordinator of Music Education and/or their academic advisor. Students may reapply for admission to a teacher education program but should understand that this may delay their anticipated graduation date.

STUDENT TEACHING

Student teaching is the culminating event in undergraduate teacher training. Music education majors typically enroll in student teaching (EDC 484) and Seminar in Student Teaching (EDC 485) during their last semester at URI. Each student must meet with the Coordinator of Music Education; a year prior to student teaching in order to discuss his or her plans and submits the necessary application form. Application deadlines are October 1 for next fall student teaching and February 1 for next spring student teaching. The application form is available on the Department of Music's website and from the Coordinator of Music Education. Additional forms and documentation is required to gain clearance for student teaching, once the initial application has been accepted. See **Student Teaching Checklist** for more information.

All levels of the piano proficiency examination and all courses required in the Bachelor of Music in Music Education Program, with the exception of MUS 480, Graduation Portfolio in Music, must be completed before Supervised Student Teaching (EDC 484) and Seminar in Student Teaching (EDC 485) are permitted. Prospective student teachers must pass the PRAXIS II: Principles of Learning and Teaching test for either Grades K-6 with a passing score of 160, or Grades 7-12 with a passing score of 157. Prospective student teachers must also pass the PRAXIS II: Music Content Knowledge Test (passing score 160). Confirmation of passing both the Principles of Learning and Teaching and Music Content Knowledge tests must be delivered to Coordinator of Music Education to gain clearance to student teach.

Information concerning the Praxis II: PLT test can be found at http://www.ets.org/praxis/. Questions concerning tests may be directed to the Coordinator of Music Education or the Office of Teacher Education.

Students are advised not to take on outside work during the semester they student teach. Student teachers are placed in elementary and secondary must teaching settings with experience cooperating teachers in public schools in Rhode Island. This may occur at two separate schools or concurrently if possible.

BACHELOR OF MUSIC IN COMPOSITION
(with specialization in classical or studio/jazz composition)

FRESHMAN/FALL

MUS 110V Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3+3)	9
	16

FRESHMAN/SPRING

MUS 110V Principal Applied Music Area	2
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II (*2)	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3)	6
	14

SOPHOMORE/FALL

MUS 210V Principal Applied Music Area	2
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training & Sight Singing III	2
MUS 235 Intro. To Music Teaching	2
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education	3
	15

SOPHOMORE/SPRING

MUS 210V Principal Applied Music Area	2
Secondary Applied Music Area (*3)	1
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 300 Music Convocation	0
MUS 280 Mid-Program Portfolio	0
Major Ensemble (*1)	1
General Education (3+3)	6
	17

JUNIOR/FALL

MUS 310V Principal Applied Music Area	2
Secondary Applied Music Area (*3)	1
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 416 Form and Analysis	3
Major Ensemble (*1)	1
General Education	3
	15

JUNIOR/SPRING

MUS 310V Principal Applied Music Area	2
MUS 300 Music Convocation	0
MUS 420 Counterpoint (*4)	3
MUS 421 Elec. & Computer Music Research	3
MUS 4xx Upper-Dvision Music History	3
Major Ensemble (*1)	1
General Education	3
	15

SENIOR/FALL

MUS 410V Principal Applied Music Area	2
MUS 300 Music Convocation	0
MUS 417 Instr. & Choral Arranging	3
General Education (3+3)	6
Upper-Division Music Elective	3
Major Ensemble (*1)	1
	15

SENIOR/SPRING

MUS 410V Principal Applied Music Area	2
MUS 300 Music Convocation	0
MUS 450 Senior Recital (in composition)	0
MUS 480 Graduation Portfolio	2
Major Ensemble (*1)	1
General Education (3+3)	6
Electives	3
	14

* Fulfills URI 101 requirement

Minimum Credits for Degree 120

(*1) All composition majors must take eight semesters of 292, 293, 394, 395 or 397. Major ensembles must be appropriate to the principal applied area. For the Studio Composition specialization credits in 396 may be included.

(*2) Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271, 272.

(*3) All Composition majors must take four semesters of Secondary Applied study can include MUS 171 and 172. Other Secondary Applied credits must come from 169, 170, 173, 175, 177, 179, 271, 272 or the 110-410 applied music sequence.

(*4) Students specializing in studio composition may substitute MUS 424 Jazz Theory and Improvisation for MUS 420. MUS 106 History of Jazz (3), MUS 396 Jazz & Studio Ensemble (0-1) and MUS 398J Jazz Combo (0-1) are recommended.

Music Composition
124 Credits Total

ABOUT THE BACHELOR OF MUSIC DEGREE:

The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 322		3	
MUS 416		3	
MUS 417		3	
MUS 420†		3	
MUS 421		3	
MUS 450		0	
MUS 480		2	
Upper Division Music History			
MUS _____		3	
Major Ensembles - 8 credits, 1 credit per semester from: MUS 292, 293, 394, 395, 397			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
Electives - 6 credits, at least 3 at the upper-level			
MUS _____		3	
MUS _____		3	

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 8 semesters, 0 credits			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons - 8 semesters, 2 credits each			
MUS 110V		2	
MUS 110V		2	
MUS 210V		2	
MUS 210V		2	
MUS 310V		2	
MUS 310V		2	
MUS 410V		2	
MUS 410V		2	
Secondary Applied Music - Choose from MUS 169, 170, 171, 172, 173, 175, 177, 179, 271, 272 or MUS 110-410 in area other than principal applied area. 4 semesters, 1 credit each			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	

Piano Proficiency:

Option 1: Pass all exams by end of junior year.		Option 2: Pass each course with C or better		
Exam	Grade	Course	Credits	Grade
Five-Finger Patterns		MUS 171		
Scales		MUS 172		
Harmonization		MUS 271		
Transposition		MUS 272		
Patriotic Songs				
Sight-Reading				
Repertoire				

†*Students specializing in Jazz Studio Composition may substitute MUS 424 for MUS 420. It is also recommended that they complete MUS 106,*

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Music Compositon

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

STEP 3:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	**Cr.**		**Course**	**Cr.**
			Total Gen Ed credits	**40**

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC IN MUSIC EDUCATION

FRESHMAN/FALL

MUS 110 (A-U) Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	0-1
PSY 113 General Psychology (*7)	3
General Education (3+3)	6
	16-17

FRESHMAN/SPRING

MUS 110 (A-U) Principal Applied Music Area	2
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 170 Guitar Methods (*3)	1
MUS 172 Class Piano II	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	0-1
General Education (3+3+3)	9
	18-19

SOPHOMORE/FALL (Take Praxis I: Test)**

MUS 210 (A-U) Principal Applied Music Area	2
MUS 173 Voice Methods (*3)	1
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 271 Class Piano III or Sec. Appl. Music Area (*2)	1
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
Major Ensemble (*1)	0-1
General Education	3
	16-17

SOPH./SPRING (Apply to SOE Tea. Prep. Prog.)

MUS 210 (A-U) Principal Applied Music Area	2
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV (*7)	2
MUS 238 General Music Methods and Materials	3
MUS 272 Class Piano IV or Sec. Appl. Music Area (*2)	1
MUS 300 Music Convocation	0
EDC 250 Pre-professional Field Experience	1
Major Ensemble (*1)	0-1
EDC 312 Psychology of Learning - suggested (*7)	3
	17-18

JUNIOR/FALL

MUS 310 (A-U) Principal Applied Music Area	2
MUS 177 - Woodwind Methods (*3)	1
MUS 179 Brass Methods (*3)	1
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 339 Choral Methods and Materials	3
MUS 416 Form and Analysis or MUS 417 Arranging	3
Major Ensemble (*1)	0-1
	17-18

JUNIOR/SPRING

MUS 310 (A-U) Principal Applied Music Area	2
MUS 300 Music Convocation	0
MUS 169 Percussion Methods (*3)	1
MUS 175 String Methods (*3)	1
MUS 312 Advanced Conducting	3
MUS 340 Instrumental Methods and Materials	3
Major Ensemble (*1)	0-1
General Education (3+3)	6
	16-17

SENIOR/FALL (Praxis II: PLT & Music)

MUS 410 (A-U) Principal Applied Music Area	2
MUS 300 Music Convocation	0
MUS 341 Field Experience in Music	1
MUS 450 Senior Recital	0
Major Ensemble (*1)	0-1
General Education (3+3+3)	9
	12-13

SENIOR/SPRING

MUS 480 Graduation Portfolio	2
EDC 484 Student Teaching (*4)	12
EDC 485 Seminar in Teaching	3
	17
Minimum Credits for Degree	131

* Fulfills URI 101 requirement

** For admission to teacher education. Take early.

Passing score required for student teaching and RI Teacher Certification.

(*1) Major ensembles include MUS 292, 293, 394, 395 and 397. Major ensembles must be appropriate to the principal applied area. No more than two semesters in MUS 291 and/or 396 can count toward the major ensemble requirement. Student must be enrolled in a major ensemble for 7 semesters, but only needs to earn 6 credits.

(*2) Secondary applied areas can be fulfilled by MUS 171, 172, 271 or 272; or an extra credit of MUS 169, 170, 173, 175, 177 or 179 (register for 2 instead of 1 credit); or 1 credit applied lessons in voice or on an instrument in which you have had little experience.

(*3) One credit is required in each of the class method coures, MUS 169, 170, 173, 175, 177 and 179.

(*4) Students may wish to enroll in EDC 312 (3) in order to prepare for the Praxis II: PLT.

(*5) The piano proficiency requirement and all courses listed above, with the expection of MUS 480, must be completed before EDC 484 and EDC 485.

(*6) To be taken concurrently with EDC 484 and EDC 485; covers all licensure requirements associated with student teaching.

(*7) Counts as GenEd

ABOUT THE BACHELOR OF MUSIC DEGREE:

The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 312		3	
MUS 322		3	
MUS 416 or 417		3	
MUS 450		0	
MUS 480		2	
Major Ensemble- 7 semesters, 6 credits, 0-1 credit per semester from: MUS 292, 293, 394, 395, 396, 397; no more than two semesters of MUS 291 and/or 396 can count toward the major ensemble requirement			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	

Piano Proficiency:

Option 1: Pass all exams by end of junior year.		Option 2: Pass each course with C or better		
Exam	**Grade**	**Course**	**Credits**	**Grade**
Five-Finger Patterns		**MUS 171**	1	
Scales		**MUS 172**	1	
Harmonization		**MUS 271**	1	
Transposition		**MUS 272**	1	
Patriotic Songs				
Sight-Reading				
Repertoire				

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 7 semesters, 0 credits each			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied (A-U) Music Lessons - 7 semesters, 2 credits each			
MUS 110		2	
MUS 110		2	
MUS 210		2	
MUS 210		2	
MUS 310		2	
MUS 310		2	
MUS 410		2	
Secondary Applied Music - 4 Semesters of secondary applied music areas, 1 credit per semester. MUS 171 & 172 are required as secondary applied music areas if students select piano proficiency option II. Other credits can come from MUS 271 & 272 or MUS 110-410 in an applied area other than the principal applied area.			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
Method Classes - 1 credit each			
MUS 169		1	
MUS 170		1	
MUS 173		1	
MUS 175		1	
MUS 177		1	
MUS 179		1	
Professional Education			
PSY 113		3	
MUS 238		3	
MUS 339		3	
MUS 340		3	
MUS 341		1	
EDC 250		1	
EDC 484		12	
EDC 485		3	

* Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Music Education

131 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

General Education Credit Count			
At least 40 credits, no more than 12 credits with the same course code.			
Course	**Cr.**	**Course**	**Cr.**
		Total Gen Ed credits	**40**

STEP 3:

General Education Outcome Audit	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

STUDENT TEACHER CHECKLIST

WHAT	SUBMIT TO	WHEN	COMPLETED
UNIT PLAN (Must earn a passing score of 3 on all rubric items)	Task Stream	MUS 238 - Revisions due semester prior to student teaching.	
APPLICATION for STUDENT TEACHING	Coordinator of Music Education	(One year prior to student teaching) October 1 for next fall student teaching and February 1 for next spring student teaching	
APPLICATION for STUDENT TEACHER'S CERTIFICATE (Rhode Island Department of Education License)	Coordinator of Music Education	**One semester prior to student teaching.**	
*PRAXIS II: Principles of Learning and Teaching grade K-6 - passing score 160 OR grade 7-12 - passing score 157	Coordinator of Music Education	Prior to applying to student teach	
*PRAXIS II: Music Content Knowledge (160 passing score)	Coordinator of Music Education	Prior to student teaching	
TB TEST: Documentation of negative result from family physician or URI Health Services (Must be within 6 months of student teaching)	Coordinator of Music Education	Semester prior to student teaching	
BCI check (Background Criminal Investigation by RI Attorney General's Office or URI police department; BCI checks good for 1 year from date issued)	Coordinator of Music Education	Semester prior to student teaching	
CURRICULUM WORKSHEET (Must be complete and up-to-date)	Coordinator of Music Education	**One semester prior to student teaching.**	
GPA 2.5 or higher (overall and music content)		Transcripts are screened at the end of the semester prior to student teaching.	
Attend Health Workshop given by URI School of Education		Occurs in first weeks of student teaching	
Submit Intent to Graduate form and letter from Department of Music Advisor.	A&S Dean's Office (Chafee)	Graduate in May - October 1st deadline. Graduate in December - May 1st deadline.	
Register for EDC 484 (12 credits) and EDC 485 (3 credits)			
Register for MUS 480 (2 credits)			

* See www.ets.org for PRAXIS II test dates and when scores will be available

BENCHMARK ASSESSMENTS & APPLICATIONS

Benchmark Assessments & Applications	Semester/Year	Date accomplished/Passed
SAT: Critical Reading: 500, Math 520, Writing 490. ACT: Reading 21, Math 20, English 20 (or combined English/Writing score of 21). OR. Praxis I Core Tests: Math (#5732) - 150, Reading (#5712) - 156, Writing (#5722) - 162	Have scores prior to application for admission to School of Education	
ENTRY TO SCHOOL OF EDUCATION: Interview & Portfolio Presentations (MUS 280)	Spring of sophomore year/TCP students, first spring semester.	
UNIT PLAN: MUS 238 - True Outcomes	Prior to student teaching	
PRAXIS II - PLT: K-6 OR 7-12 (Prior enrollment in EDC 312 suggested for Junior/Fall)	Prior to applying to student teach. Passing score for K-6: 160. Passing score for 7-12: 157.	
PRAXIS II: Music Content Knowledge (History/theory/music education core methods block)	Prior to applying to student teaching. Passing score = 160	
APPLY STUDENT TEACHING	Spring of junior year or one year before expected student teaching semester	

BACHELOR OF MUSIC IN PERFORMANCE OPTION
(Classical Guitar SUB-OPTION)

FRESHMAN/FALL

MUS 110T Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
MUS 398G Guitar Ensemble	1
Major Ensemble (*1)	1
General Education (3+3+3)	9
	17

FRESHMAN/SPRING

MUS 110T Principal Applied Music Area	3
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II (*2)	1
MUS 300 Music Convocation	0
MUS 398G Guitar Ensemble	1
Major Ensemble (*1)	1
General Education (3+3)	6
	16

SOPHOMORE/FALL

MUS 210T Principal Applied Music Area	3
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 300 Music Convocation	0
MUS 398G Guitar Ensemble	1
Major Ensemble (*1)	1
	14

SOPHOMORE/SPRING

MUS 210T Principal Applied Music Area	3
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
MUS 398G Guitar Ensemble	1
Major Ensemble (*1)	1
General Education	3
	15

JUNIOR/FALL

MUS 310T Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 416 Form and Analysis	3
MUS 442 Directed Study in Applied Music Pedagogy (*3)	2
MUS 398 Chamber Ensemble	1
General Education	3
	18

JUNIOR/SPRING

MUS 310T Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
MUS 398 Chamber Ensemble	1
Upper-Division Music History (*4)	3
Upper-Division Music Theory (*4)	3
General Education (3+3)	6
	17

SENIOR/FALL

MUS 410T Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 398 Chamber Ensemble	1
General Education (3+3)	6
Electives (*5)	3
	14

SENIOR/SPRING

MUS 410T Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 450 Senior Recital	0
MUS 480 Graduation Portfolio	2
General Education (3+3)	6
Electives (*5)	1
	13

* Fulfills URI 101 requirement

(*1) Major ensembles include MUS 292, 293, 394, 395, 396 or 397.
(*2) Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272.
(*3) Students must take MUS 442 if it is offered. It is offered during the fall term, but only every other year.
(*4) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434. Upper-division music theory courses include MUS 416, 417, 420 and 421.
(*5) At least three credits of electives should be in upper-division music courses.

ABOUT THE BACHELOR OF MUSIC DEGREE:
The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 322		3	
MUS 350		0	
MUS 416		3	
MUS 442		2	
MUS 450		0	
MUS 480		2	
1 upper-division MUS History and 1 upper-division MUS Theory course			
MUS _____		3	
MUS _____		3	
Major Ensemble - 4 semesters, 1 credit per semester from: MUS 292, 293, 394, 395, 396, 397			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
Chamber Ensemble - 3 semesters, 1 credit each			
MUS 398		1	
MUS 398		1	
MUS 398		1	
Guitar Ensemble - 4 semesters, 1 credit each			
MUS 398G		1	
MUS 398G		1	
MUS 398G		1	
MUS 398G		1	

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 8 semesters, 0 credit			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons (in principal music area)			
MUS 110T		2	
MUS 110T		3	
MUS 210T		3	
MUS 210T		3	
MUS 310T		4	
MUS 310T		4	
MUS 410T		4	
MUS 410T		4	
Electives - 4 credits at least 3 credits in upper-division MUS courses			
MUS _____			
MUS _____			
MUS _____			
MUS _____			

Piano Proficiency:

Option 1: Pass all exams by end of junior year.		*Option 2: Pass each course with C or better*		
Exam	Grade	Course	Credits	Grade
Five-Finger Patterns		**MUS 171**	1	
Scales		**MUS 172**	1	
Harmonization		**MUS 271**	1	
Transposition		**MUS 272**	1	
Patriotic Songs				
Sight-Reading				
Repertoire				

* Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Classical Guitar Performance

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

STEP 3:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	**Cr.**		**Course**	**Cr.**
			Total Gen Ed credits	**40**

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC IN PERFORMANCE OPTION
(Jazz SUB-OPTION)

FRESHMAN/FALL

MUS 110W Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
MUS 396 Jazz Studio Ensemble	1
Major Ensemble (*1)	1
MUS 106 History of Jazz	3
General Education (3+3)	6
	17

FRESHMAN/SPRING

MUS 110W Principal Applied Music Area	3
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II (*2)	1
MUS 300 Music Convocation	0
MUS 398J Jazz Chamber Ensemble	1
Major Ensemble (*1)	1
General Education (3+3)	6
	16

SOPHOMORE/FALL

MUS 210W Principal Applied Music Area	3
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 300 Music Convocation	0
MUS 396 Jazz Studio Ensemble	1
	13

SOPHOMORE/SPRING

MUS 210W Principal Applied Music Area	3
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
MUS 398J Jazz Chamber Ensemble	1
General Education	3
	14

JUNIOR/FALL

MUS 310W Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 442 Directed Study in Applied Music Pedagogy (*3)	2
MUS 391 Jazz Studio Lab	1
General Education	3
	15

JUNIOR/SPRING

MUS 310W Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
MUS 398J Jazz Chamber Ensemble	1
MUS 391 Jazz Studio Lab	1
General Education (3+3+3)	9
	15

SENIOR/FALL

MUS 410W Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 424 Jazz Theory & Improvisation	3
Upper-Division Music History or Theory (*4)	3
General Education (3+3)	6
Electives (*5)	3
	19

SENIOR/SPRING

MUS 410W Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 398J Jazz Chamber Ensemble	1
MUS 450 Senior Recital	0
MUS 480 Graduation Portfolio	2
General Education (3+3)	6
	13

* Fulfills URI 101 requirement

(*1) Major ensembles include MUS 291, 292, 293, 394, 395 or 397.
(*2) Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272.
(*3) Students must take MUS 442 if it is offered. It is offered during the fall term, but only every other year.
(*4) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434. Upper-division music theory courses include MUS 416, 417, 420 and 421.
(*5) At least three credits of electives should be in upper-division music courses.

Jazz Performance
124 Credits Total

ABOUT THE BACHELOR OF MUSIC DEGREE:

The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 106		3	
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 322		3	
MUS 350		0	
MUS 424		3	
MUS 442		2	
MUS 450		0	
MUS 480		2	
1 upper-division MUS History or 1 upper-division MUS Theory course			
MUS _____		3	
Major Ensemble - 2 semesters, 1 credit per semester from: MUS 291, 292, 293, 394, 395, 397			
MUS _____		1	
MUS _____		1	
Jazz Studio Ensemble, 8 semesters, 1 credit each			
MUS 391		1	
MUS 391		1	
MUS 396		1	
MUS 396		1	
MUS 398J		1	
MUS 398J		1	
MUS 398J		1	
MUS 398J		1	

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 8 semesters, 0 credit			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons (limited to saxophone, trumpet, trombone, piano, guitar, string bass, drum set)			
MUS 110W		2	
MUS 110W		3	
MUS 210W		3	
MUS 210W		3	
MUS 310W		4	
MUS 310W		4	
MUS 410W		4	
MUS 410W		4	
Electives - At least 3 credits in upper-division MUS courses			
MUS _____			
MUS _____			
MUS _____			

Piano Proficiency:					
Option 1: Pass all exams by end of junior year.		*Option 2: Pass each course with C or better*			
Exam	**Grade**	**Course**	**Credits**		**Grade**
Five-Finger Patterns		MUS 171	1		
Scales		MUS 172	1		
Harmonization		MUS 271	1		
Transposition		MUS 272	1		
Patriotic Songs					
Sight-Reading					
Repertoire					

* Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Jazz Performance

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	Cr.		Course	Cr.
			Total Gen Ed credits	**40**

STEP 3:

General Education Outcome Audit	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC IN PERFORMANCE OPTION
(Orchestral Instrument SUB-OPTION)

FRESHMAN/FALL

MUS 110 (E-U) Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3+3)	9
	16

FRESHMAN/SPRING

MUS 110 (E-U) Principal Applied Music Area	3
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II (*2)	1
MUS 300 Music Convocation	0
Secondary or Chamber Ensemble	1
Major Ensemble (*1)	1
General Education (3+3)	6
	16

SOPHOMORE/FALL

MUS 210 (E-U) Principal Applied Music Area	3
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education	3
	16

SOPHOMORE/SPRING

MUS 210 (E-U) Principal Applied Music Area	3
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
Secondary or Chamber Ensemble	1
Major Ensemble (*1)	1
General Education	3
	15

JUNIOR/FALL

MUS 310 (E-U) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 416 Form and Analysis	3
MUS 442 Directed Study in Applied Music Pedagogy (*3)	2
Major Ensemble (*1)	1
General Education	3
	18

JUNIOR/SPRING

MUS 310 (E-U) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
Upper-Division Music History (*4)	3
Upper-Division Music Theory (*4)	3
Secondary or Chamber Ensemble	1
Major Ensemble (*1)	1
General Education	3
	15

SENIOR/FALL

MUS 410 (E-U) Principal Applied Music Area	4
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3+3)	9
Electives (*5)	1
	15

SENIOR/SPRING

MUS 410 (E-U) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 450 Senior Recital	0
MUS 480 Graduation Portfolio	2
Major Ensemble (*1)	1
General Education	3
Electives (*5)	3
	13

* Fulfills URI 101 requirement

(*1) Major ensembles include MUS 292, 394 or 397.
(*2) Students who have not passed the piano proficiency examination by the end of MUS 172 will be expected to take MUS 271 and 272.
(*3) Students must take MUS 442 if it is offered. It is offered during the fall term, but only every other year.
(*4) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434. Upper-division music theory courses include MUS 416, 417, 420 and 421.
(*5) At least three credits of electives should be in upper-division music courses.

Orchestral Performance
124 Credits Total

ABOUT THE BACHELOR OF MUSIC DEGREE:
The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 322		3	
MUS 350		0	
MUS 416		3	
MUS 442		2	
MUS 450		0	
MUS 480		2	
1 upper-division MUS History and 1 upper-division MUS Theory course			
MUS _____		3	
MUS _____		3	
Major Ensemble - 8 semesters, 1 credit per semester from: MUS 292, 394, 397			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
Secondary or Chamber Ensembles - 3 semesters, 1 credit each			
MUS _____		1	
MUS _____		1	
MUS _____		1	

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 8 semesters, 0 credit			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons (in principal music area, E-U classical only)			
MUS 110		2	
MUS 110		3	
MUS 210		3	
MUS 210		3	
MUS 310		4	
MUS 310		4	
MUS 410		4	
MUS 410		4	
Electives - 4 credits at least 3 credits in upper-division MUS courses			
MUS _____			
MUS _____			
MUS _____			
MUS _____			

Piano Proficiency:				
Option 1: Pass all exams by end of junior year.		*Option 2: Pass each course with C or better*		
Exam	Grade	Course	Credits	Grade
Five-Finger Patterns		MUS 171	1	
Scales		MUS 172	1	
Harmonization		MUS 271	1	
Transposition		MUS 272	1	
Patriotic Songs				
Sight-Reading				
Repertoire				

* Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Orchestral Performance

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	Cr.		Course	Cr.
			Total Gen Ed credits	**40**

STEP 3:

General Education Outcome Audit	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC IN PERFORMANCE OPTION
(Piano/Organ SUB-OPTION)1

FRESHMAN/FALL

MUS 110 (B-C) Principal Applied Music Area	3
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
General Education (3+3+3)	9
	16

FRESHMAN/SPRING

MUS 110 (B-C) Principal Applied Music Area	3
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 300 Music Convocation	0
Major Ensemble (*2)	1
General Education (3+3+3)	9
	17

SOPHOMORE/FALL

MUS 210 (B-C) Principal Applied Music Area	3
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 300 Music Convocation	0
MUS 398 or 371	1
Major Ensemble (*2)	1
General Education	3
	17

SOPHOMORE/SPRING

MUS 210 (B-C) Principal Applied Music Area	3
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
MUS 398 or 371	1
Major Ensemble (*2)	1
General Education	3
	15

JUNIOR/FALL

MUS 310 (B-C) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 398 or 371	1
MUS 416 Form and Analysis	3
MUS 442 Directed Study in Applied Music Pedagogy (*3	2
General Education	3
	18

JUNIOR/SPRING

MUS 310 (B-C) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
MUS 398 or 371	1
MUS 420 18th Century Counterpoint	3
General Education (3+3)	6
Electives (*5)	1
	15

SENIOR/FALL

MUS 410 (B-C) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 398 or 371	1
Upper-Division Music History (*4)	3
General Education	3
Electives (*5)	3
	14

SENIOR/SPRING

MUS 410 (B-C) Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 398 or 371	1
MUS 450 Senior Recital	0
MUS 480 Graduation Portfolio	2
General Education	3
Electives (*5)	2
	12

* Fulfills URI 101 requirement

(*1) All students pursuing this sub-option must pass the piano proficiency examination by the end of the second semester of the junior year. Keyboard majors can waive MUS 171, 172, 271 and 272, courses normally taken to develop the skills necessary to pass the piano proficiency examination.

(*2) Major ensembles include MUS 292, 293, 394, 395 or 397.

(*3) Students must take MUS 442 if it is offered. It is offered during the fall term, but only every other year.

(*4) Upper-division music history courses include MUS 407, 408, 430, 431, 432, 433 and 434.

(*5) At least three credits of electives should be in upper-division music courses.

Piano/Organ Performance
124 Credits Total

ABOUT THE BACHELOR OF MUSIC DEGREE:

The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 311		2	
MUS 322		3	
MUS 350		0	
MUS 416		3	
MUS 420		3	
MUS 442		2	
MUS 450		0	
MUS 480		2	
1 upper-division MUS History course			
MUS _____		3	
Major Ensemble - 4 semesters, 1 credit per semester from: MUS 292, 293, 394, 395, 397			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
Piano Accompanying (MUS 371) or Chamber Ensemble MUS 398) - 6 semesters, 1 credit each			
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	
MUS _____		1	

* Course approved for general education credit

STEP 1:

Course	Semester	Credits	Grade
Music Convocation - 8 semesters, 0 credit			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons (in principal music area, B-C classical only)			
MUS 110		3	
MUS 110		3	
MUS 210		3	
MUS 210		3	
MUS 310		4	
MUS 310		4	
MUS 410		4	
MUS 410		4	
Electives - 6 credits at least 3 credits in upper-division MUS courses			
MUS _____			
MUS _____			
MUS _____			
MUS _____			

Piano Proficiency:

Option 1: Pass all exams by end of junior year.		Option 2: Pass each course with C or better		
Exam	Grade	Course	Credits	Grade
Five-Finger Patterns		MUS 171	1	
Scales		MUS 172	1	
Harmonization		MUS 271	1	
Transposition		MUS 272	1	
Patriotic Songs				
Sight-Reading				
Repertoire				

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Piano/Organ Performance

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

General Education Credit Count			
At least 40 credits, no more than 12 credits with the same course code.			
Course	Cr.	Course	Cr.
		Total Gen Ed credits	**40**

STEP 3:

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

BACHELOR OF MUSIC IN PERFORMANCE OPTION
(Voice SUB-OPTION)

FRESHMAN/FALL

MUS 110A Principal Applied Music Area	2
MUS 119 Introduction to the Music Profession*	1
MUS 120 Music Theory and Sight-Singing I	2
MUS 171 Class Piano I	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3+3)	9
	16

FRESHMAN/SPRING

MUS 110A Principal Applied Music Area	3
MUS 121 Music Theory II	2
MUS 122 Ear Training and Sight-Singing II	2
MUS 172 Class Piano II	1
MUS 283 Vocal Diction	3
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
General Education (3+3)	6
	18

SOPHOMORE/FALL

MUS 210A Principal Applied Music Area	3
MUS 221 History of Music I	3
MUS 225 Music Theory III	2
MUS 226 Ear Training and Sight Singing III	2
MUS 235 Intro. to Music Teaching	2
MUS 271 Class Piano III	1
MUS 300 Music Convocation	0
Major Ensemble (*1)	0
Foreign Language (*3)	3
	16

SOPHOMORE/SPRING

MUS 210A Principal Applied Music Area	3
MUS 222 History of Music II	3
MUS 227 Music Theory IV	2
MUS 228 Ear Training and Sight Singing IV	2
MUS 272 Class Piano IV	1
MUS 280 Mid-Program Portfolio	0
MUS 300 Music Convocation	0
Major Ensemble (*1)	1
Foreign Language (*3)	3
	15

JUNIOR/FALL

MUS 310A Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 311 Basic Conducting	2
MUS 322 History of Music III	3
MUS 416 Form and Analysis	3
MUS 442 Directed Study in Applied Music Pedagogy (*2	2
Major Ensemble (*1)	1
	15

JUNIOR/SPRING

MUS 310A Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 350 Junior Recital	0
Chamber or Other Music Ensemble	1
Major Ensemble (*1)	1
Foreign Language3	3
General Education (3)	3
Electives (*4)	3
	15

SENIOR/FALL

MUS 410A Principal Applied Music Area	4
MUS 300 Music Convocation	0
Chamber or Other Music Ensemble	1
Major Ensemble (*1)	1
General Education (3+3+3)	9
Electives (*4)	1
	16

SENIOR/SPRING

MUS 410A Principal Applied Music Area	4
MUS 300 Music Convocation	0
MUS 450 Senior Recital	0
MUS 480 Graduation Portfolio	2
Major Ensemble (*1)	1
General Education (3+3)	6
	13

* Fulfills URI 101 requirement

(*1) Major ensembles include MUS 293 or 395

(*2) Students must take MUS 442 if it is offered. It is offered during the fall term, but only every other year.

(*3) Students pursuing a B.M. degree in voice must take a total of 9 credits in two or more foreign languages. A concentration in one language (6 credits) is recommended.

(*4) At least three credits of electives should be in upper-division music courses.

Voice Performance
124 Credits Total

ABOUT THE BACHELOR OF MUSIC DEGREE:
The BOM degree is the first-level professional degree in music. Its focus is on the development of skills and concepts essential to the success of the professional musician. Three options include: Performance - with a focus in either jazz studies or classical performance; Music Education - for those who plan to teach music in elementary or secondary schools; and Composition - with a concentration on the study of the materials and structure of music.

Major Requirements:

Course	Semester	Credits	Grade
MUS 119		1	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 221		3	
MUS 222		3	
MUS 225		2	
MUS 226		2	
MUS 227*		2	
MUS 228		2	
MUS 235		2	
MUS 280		0	
MUS 283		3	
MUS 311		2	
MUS 322		3	
MUS 350		0	
MUS 416		3	
MUS 442		2	
MUS 450		0	
MUS 480		2	
Major Ensemble - 8 semesters, 0-1 credit per semester, 7 credits total from: MUS 293 or 395			
MUS _____			
MUS _____			
MUS _____			
MUS _____			
MUS _____			
MUS _____			
MUS _____			
MUS _____			
Chamber or major ensemble - 2 semesters, 1 credit each			
MUS _____		1	
MUS _____		1	

STEP 1:

Course	Semester	Credits	Grade
Piano Proficiency - C or better in each course			
MUS 171		1	
MUS 172		1	
MUS 271		1	
MUS 272		1	
Music Convocation - 8 semesters, 0 credit			
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
MUS 300		0	
Applied Music Lessons			
MUS 110A		2	
MUS 110A		3	
MUS 210A		3	
MUS 210A		3	
MUS 310A		4	
MUS 310A		4	
MUS 410A		4	
MUS 410A		4	
Foreign Languages - 9 credits in 2 or more languages			
		3	
		3	
		3	
Electives - 4 credits at least 3 credits in upper-division MUS courses			
MUS _____			
MUS _____			
MUS _____			
MUS _____			

* Course approved for general education credit

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

Voice Performance

124 Credits Total

GENERAL EDUCATION GUIDELINES:

General education is 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40 credit total. At least one course must be a Grand Challenge (G). No more than twelve credits can have the same course code (note-HPR courses may have more than 12 credits). General Education courses may also be used to meet requirements of the major or minor when appropriate.

STEP 2:

STEP 3:

General Education Credit Count				
At least 40 credits, no more than 12 credits with the same course code.				
Course	Cr.		Course	Cr.
			Total Gen Ed credits	**40**

General Education Outcome Audit	
	Course
KNOWLEDGE	
A1. STEM	
A2. Social & Behavioral Sciences	
A3. Humanities	
A4. Arts & Design	
COMPETENCIES	
B1. Write effectively	
B2. Communicate effectively	
B3. Mathematical, statistical or computational strategies	
B4. Information literacy	
RESPONSIBILITIES	
C1. Civic knowledge & responsibilities	
C2. Global responsibilities	
C3. Diversity and Inclusion	
INTEGRATE & APPLY	
D1. Ability to synthesize	
GRAND CHALLENGE	
G. Check that at least one course of your 40 credits is an approved "G" course	

SEE OPPOSITE SIDE FOR PROGRAM REQUIREMENTS

NOTE:

This worksheet is a snapshot of your entire curriculum. You must work with your advisor each term to discuss requirements to keep you on course for timely progress to complete this major. Official requirements for graduation are listed in the University Catalog.

Please note: Both major and cumulative GPA must be 2.00 or higher in order to graduate.

MINOR IN MUSIC

The course credits listed in the following options are minimum credits needed for the minor. However, if a course has variable credit, the student can register for additional credit. For example, two semesters of MUS 300 at 0 credit each semester is the minimum requirement. But, since MUS 300 is a variable credit course (0 or 1 credit), students can register for MUS 300 for one credit instead of zero. Regardless of the amount credit that you select, MUS 300, and the grade you receive, will be listed on your transcript. Taking MUS 300 for one credit will impact your GPA whereas zero credit will not; usually impact of selecting the one credit option is positive. All small and large ensemble courses are also offered for variable credit.

MUSIC MINOR: The purpose of this option is to give students a broad-based background in music. Course work in this option is similar to that taken by students starting work toward a B.A. or B.M. degree in music. Students who wish to declare a minor in music using the Music Minor option must earn credit for MUS 111 (3) or 120 (2), 171 (1), 121 and 122 (4), 300 for a minimum of two semesters (0), and two three-credit music history and literature courses selected from MUS 221, 322,408, 430, 431, 433, 434 (or 222, if the student has the additional prerequisites) (6). Additionally, students must earn a minimum of four credits in their principal applied music area (MUS 110-410, at one or two credits per semester) and four credits in major ensembles[1] appropriate to the principal applied music area (8). The minimum number of credits required for this option is 21-22. Students must pass an audition in their principal applied music area prior to registration for applied study in voice or on an instrument.

MUSIC PERFORMANCE MINOR: The purpose of this option is to give students the opportunity for a more concentrated study in voice or on an instrument. Students who wish to declare a minor in music using the Music Performance Minor option must earn credit for MUS 111 (3) or 120 (2); MUS 121 and 122 (4) or a music history course selected from MUS 101, 106, 221, 322, 408, 430, 431, 433, 434 (3); MUS 300 for a minimum of two semesters (0). Additionally, students must earn a minimum of eight credits in their principal applied music area (MUS 110-410, at one or two credits per semester), and six credits in major ensembles[1] appropriate to the principal applied music area (14). The minimum number of credits required for this option is 19-21. Students must pass an audition in their principal applied music area prior to registration for applied study in voice or on an instrument.

JAZZ STUDIES MINOR: The purpose of this option is to give students the opportunity for concentrated study in jazz theory, history and performance. Students who wish to declare a minor in music the jazz studies option must complete 19 credits in musicianship, performance and electives as follows: MUS 120 (2); MUS 121 and 122 (4); MUS 171 (1); MUS 106, 221 (World Music Unit – 1 credit), 322 (Jazz and Popular Music Units – 2 credits) (6); MUS 300 for a minimum of two semesters (0). Performance: students must earn a minimum of four credits of principal applied music in jazz (MUS 110W, 210W) at one or two credits per semester (4), and two semesters of MUS 391, 396 or 398J (2). Applied study in MUS 110W and 210W, for the minor in jazz option, is limited to saxophone, trumpet, trombone, piano, string bass, guitar and drum set. The department strongly suggests that 3 credits be taken in MUS 101. Participation in major ensembles is also encouraged. Major ensembles include MUS 291, 292, 293, 394, 395, 397 and 398G pending audition. A successful audition is required prior to study in the principal applied music area and prior to participation in ensembles.

Music Voice Performance for Theatre Majors. The purpose of this option is to give students who are theatre majors the opportunity for more concentrated and focused study in voice and other areas of music. Theatre students who wish to declare this minor must earn credit for MUS 111 (3) or 120 (2) and 121 (2); a music history course selected from MUS 101, 106, 221, 322, 408, 430, 431, 433, 434 (3); MUS 300 for one semester (1). Additionally, students must earn a minimum of eight credits in voice over four semesters (MUS 110A (2), 110A (2), 210A (2), 210A (2)), and three semesters in MUS 395 (audition required), MUS 293 (1), or MUS 485 (1), with MUS 485 being limited to one semester. Students can be admitted to the Minor degree program only after a successful audition in the principal applied music area and should contact the Department of Music for specific requirements. Transfer credits in music theory, music history, and performance must be validated by placement examination. The minimum number of credits required for this option is 18.

INDIVIDUAL MUSIC MINOR: The purpose of this option is to give students more flexibility. These students design and develop their music minor program under the advisement and sponsorship of a full-time music faculty member. Petitions outlining and justifying the desired music minor program must be presented by the faculty sponsor to the music faculty for approval. A minimum of eighteen credits is required. Petitions should be submitted as early as possible in a student's undergraduate program.

Music ensembles include MUS 291, 292, 293, 394, 395, 396 and 397. Major ensembles must be appropriate to the principal applied area. Up to one semester of MUS 291 can count toward the major ensemble requirement in the Music Minor Option; up to two semester of MUS 291 can count toward the major ensemble requirement in Music Performance Minor Option. Those whose major applied area is guitar can count MUS 398G (Guitar Ensemble) as a major ensemble. Those whose major applied area is piano can count additional applied music credits (MUS 110-410) and/or accompanying (MUS 371) in lieu of the major ensemble requirements.

PROGRAM OF STUDY - WORKSHEET
MINOR IN MUSIC - JAZZ STUDIES OPTION

Name: _____   URI ID# _____

Email: _____   Date: _____

Instrument: _____

Students who wish to declare a MINOR IN MUSIC using the jazz studies option must complete 19 credits in musicianship, performance and electives as follows:

MUSICIANSHIP

COURSE	SEM/YR	CREDIT	GRADE
MUS 106		3	
MUS 120		2	
MUS 121		2	
MUS 122		2	
MUS 171		1	
MUS 221 (World Music Unit)		1	
MUS 322 (Jazz & Pop Units)		2	

PERFORMANCE

Music Performance: four credits in the principal applied music area (MUS 110W, 210W, at one or two credits per semester) (4), and two semesters of MUS 391, 396 or 398J (2). Applied study in MUS 110W and 210W for the minor in jazz option is limited to the following instruments: saxophone, trumpet, trombone, piano, bass, guitar and drum set.

LESSONS	SEM/YR	CREDIT	GRADE
MUS 110W			
MUS 110W			
MUS 210W			
MUS 210W			

ELECTIVES

The department strongly suggests that 3 credits be taken in MUS 101. Participation in other major ensembles is also encouraged. Major ensembles include MUS 291, 292, 293, 394, 395, 397 and 398G, pending audition. A successful audition is required prior to study in the in principle applied music area and prior to participation in ensembles.

ENSEMBLE

COURSE	SEM/YR	CREDIT	GRADE
		1	
		1	

CONVOCATION

COURSE	SEM/YR	CREDIT	GRADE
MUS 300		0	
MUS 300		0	

PROGRAM OF STUDY - WORKSHEET
MINOR IN MUSIC - MUSIC OPTION

Name: _____   URI ID# _____

Email: _____   Date: _____

Instrument: _____

Students who wish to declare a MINOR IN MUSIC using the music option must complete the courses musicianship, performance, and electives as follows: This option gives students a broad-based background in music. Course work in this option is similar to that taken by students starting work toward a B.A. or B.M. degree in music. The minimum number of credits required for this option is 21-22. Students must pass an auditioning their principal applied music area prior to registration for applied study in voice or on an instrument.

MUSICIANSHIP

COURSE	SEM/YR	CREDIT	GRADE
MUS 111 or 120			
MUS 171			
MUS 121			
MUS 122			

Two 3-credit music history and literature courses selected from MUS 221, 322, 408, 430, 431, 433, 434 (or 222, if the student has the additional pre-requisites)			
		3	
		3	

PERFORMANCE

Students must earn four credits in their principal applied music area (MUS 110-410 at one or two credits per semester) and four credits in major ensembles* appropriate to the principal applied music area (8).

LESSONS

Courses	SEM/YR	CREDIT	GRADE

CONVOCATION

COURSE	SEM/YR	CREDIT	GRADE
MUS 300		0	
MUS 300		0	

The department strongly suggests that 3 credits be taken in MUS 101. Participation in other major ensembles is also encouraged. Major ensembles include MUS 291, 292, 293, 394, 395, 397 and 398G, pending audition. A successful audition is required prior to study in the in principle applied music area and prior to participation in ensembles.

ENSEMBLE

COURSE	SEM/YR	CREDIT	GRADE

PROGRAM OF STUDY - WORKSHEET
MINOR IN MUSIC - MUSIC PERFORMANCE OPTION

Name: _____   URI ID# _____

Email: _____   Date: _____

Instrument: _____

Students who wish to declare a MINOR IN MUSIC using the music performance option must complete the courses musicianship, performance, and electives as follows: The minimum number of credits required for this option is 19-21. Students must pass an audition in their principal applied music area prior to registration for applied study in voice or on an instrument.

MUSICIANSHIP

COURSE	SEM/YR	CREDIT	GRADE
MUS 111 or 120		3/2	

MUS 121 AND 122 or ONE OF THE FOLLOWING:

MUS 101, 106, 221, 322, 408, 430, 431, 433, 434

COURSE	SEM/YR	CREDIT	GRADE

CONVOCATION

COURSE	SEM/YR	CREDIT	GRADE
MUS 300		0	
MUS 300		0	

ENSEMBLES

COURSE	SEM/YR	CREDIT	GRADE
		1	
		1	
		1	
		1	
		1	
		1	

PERFORMANCE

Students must earn eight credits in their principal applied music area (MUS 110-410 at one or two credits per semester) and six credits in major ensembles* appropriate to the principal applied music area (14).

LESSONS

COURSE	SEM/YR	CREDIT	GRADE

* Music ensembles include MUS 291, 292, 293, 394, 395, 396 and 397. Up to two semesters of MUS 291 can count toward the major ensemble requirement in the music performance option. Those with a major applied area in guitar can count MUS 298G for guitar ensemble as a major ensemble. Those with a major applied area in piano can count additional applied music credits (MUS 110-410) and/or accompanying (MUS 371) in lieu of the maior ensemble

PROGRAM OF STUDY - WORKSHEET

MINOR IN MUSIC - MUSIC VOICE PERFORMANCE FOR THEATRE MAJORS

Name: _____   URI ID# _____

Email: _____   Date: _____

Instrument: _____

Students who wish to declare a MINOR IN MUSIC using the music voice performance for theatre majors must complete courses in musicianship, performance, and ensembles as follows. This option gives students who are theatre majors the opportunity for more concentrated and focused study in voice and other areas of music. The minimum number of credits required for this option is 18. Students must pass an audition in voice prior to registration for applied study.

MUSICIANSHIP

COURSE	SEM/YR	CREDIT	GRADE
MUS 111		3	
OR			
MUS 120		2	
AND			
MUS 121		2	
One 3-credit music history and literature courses selected from MUS 101, 106, 221, 322, 408, 430, 431, 433, 434			
		3	

PERFORMANCE

Students must earn a minimum of eight credits in voice over four semesters (MUS 110A (2), 110A (2), 210A (2), 210(A))

LESSONS

COURSE	SEM/YR	CREDIT	GRADE
110A		2	
110A		2	
210A		2	
210A		2	

ENSEMBLES

Three semesters in MUS 395 (1) (audition required), MUS 293 (1), or MUS 485 (1), with MUS 485 being limited to one semester.

COURSE	SEM/YR	CREDIT	GRADE
		1	
		1	
		1	

CONVOCATION

COURSE	SEM/YR	CREDIT	GRADE
MUS 300		0	
MUS 300		0	

PERFORMANCE POLICIES & PROCEDURES

MUS 300 MUSIC CONVOCATION (NOTE: This handbook description is shorter and more generic than the official course syllabus given out each semester. Always follow the course syllabus.)

*Performance Requirements***:** For freshman, Convocation performance during the first two semesters is encouraged, but is at the discretion of the student's applied instructor. Compositions for which accompaniment was originally intended must be performed with an appropriate accompanying instrument. Students registered for applied music courses in the third semester and beyond (MUS 210, 310, 410) must perform in Convocation each semester, with the following exceptions: 1. Any student giving a junior or senior recital in a given semester is not required to perform in Convocation during that semester. 2. Any student taking applied lessons on a secondary instrument is not required to perform in convocation on the secondary instrument.

A student whose Convocation performance requirement has not been fulfilled in any one semester because of a legitimate excuse will receive a grade of incomplete in his/her applied performing area. Legitimate excuses result from student illness or accidents, family emergencies, etc. The Convocation requirement must be fulfilled through performance of a MUS 300 Music Convocation. **Convocation performance are scheduled by the Department of Music and distributed to the faculty for review and then forwarded to the students at the end of the previous semester.**

PROCEDURES FOR JUNIOR OR SENIOR RECITALS (See Worksheet in APPENDIX)

1. APPLICATION. Junior and senior recitals are scheduled during the fall and spring academic sessions during the weeks when classes are meeting. Recitals cannot be scheduled during vacations, holidays and between academic sessions. Scheduling recitals during summer sessions is discouraged and must be approved by the Department of Music Chair. The Undergraduate Curriculum Committee must approve an application for a recital other than those required in a degree program.

2. FORMS. Submit a completed *Facilities Reservation Request Form* to set the date and time of your recital. This form must be submitted before April 1 if your recital will occur during the next fall semester or before November 1 if your recital will occur during the next spring semester. However, to be assured of the recital date of your choice in <u>either</u> semester, it is advisable to submit the form by April 1 of the preceding academic year.

3. COURSE REGISTRATION. Register at the beginning of the semester in which you plan to give your recital, register for Junior Recital (MUS 350) or Senior Recital (MUS 450) as a course. A student whose recital requirements have not been fulfilled during the semester will receive a grade of incomplete. A student must be registered for applied music instruction during the semester of his/her recital, even if it is to make up an incomplete.

4. LENGTH OF RECITAL. Minimum time spend in performance:
       Senior Performance: 50 minutes
       Junior Performance: 30 minutes
       Senior Composition: 40 minutes
       Music Education: 20 minutes
Music education and junior performance students are encouraged to perform a combined recital with another student of music education standing. All music performed on the recital must be approved by the applied or composition teacher and performed at the jury for the committee's approval. The teacher must approve all encores.

5. ACCOMPANIST. For all junior and senior recitals, compensation for the accompanist and other performers is the student's responsibility. This includes compensation for all rehearsals, the pre-recital jury, and the recital performance. The fee is $200.00 and must be paid directly to the accompanist by the recital date. The Department of Music pays for 3.5 hours of rehearsal time per semester for instrumentalists and 5 hours of rehearsal time per semester for vocalists. Anything beyond allotment is paid at $50.00 per hours ($25.00 per half hour) directly by the student to the accompanist.

6. PLAN RECITAL JURY.   Study and follow the Recital Worksheet located in the Appendix. The jury committee includes your teacher (i.e., your Faculty Sponsor) and two music faculty members: one of the three must have full-time status. Priority is to be given to those faculty members most closely related to your area of performing expertise. Ask the faculty members you select if they will serve on your jury and when they are available. Faculty schedules, kept in the Music Office, may help you identify available faculty. Set a jury time and place after you have determined several possible times for you, our accompanist, other performers, and all of your jurors. The jury should be given in the Concert Hall. Check the hall schedule on sakai/modules and request a time through the form, also on sakai/modules, and if your jury is on a Tuesday during the common free period, you must register with the Facilities Coordinator/Concert Hall Manager. Any time for a jury other than Tuesdays can be requested via e-mail through using sakai or directly e-mailing the Facilities Coordinator/Concert hall Manager.

7. RECITAL PROGRAM. Students are responsible for designing their Recital Program using the Department template (available in the Music Office) with guidance from their applied teacher. You are responsible for the purchase and selection of the paper for your program.
> a. The typed initial draft copy of the program will be presented to each jury. Include the complete official title of the degree program that the recital fulfills and the professional name of your applied teacher.
> b. Only program material and your biography will be printed in the program. These include, but are not necessarily limited to: a) titles and movements, b) composers and/or arrangers, c) texts and authors of the texts, d) dates (birth and death) of composers e) your biography and f) very brief acknowledgements. A biography is required. Acknowledgements are not necessary. However, if you include them in the program, they should be very short, direct and to the point. Normally, acknowledgements are limited to your applied teacher and maybe one or two other people of importance to your professional career. Decorative and flowery language is to be avoided in a professional program. The Resource Center has sample programs. Singers who wish to include texts for songs must provide their own typing and duplication of these texts. Your applied or composition teacher must approve all program materials.
> c. Four weeks before the recital date, perform your program for your jury committee. Bring copies of your proposed recital program. One copy of the program will be signed by all jury members and taken by your applied teacher to the Music Office for inclusion in your student folder. Composition students, see #8 below.
> d. Make corrections and submit final draft of program to your applied teacher by e-mail for approval.
> e. This final program must be sent to the office no later than the Monday of the week after successfully passing the jury (3 weeks prior to recital).
> f. The Music Office will notify the student when the approved program is available for pick-up and reproduction. No further corrections or additions will be made to the program at this point. Cost and purchase of the program paper and commercial reproduction is the responsibility of the student.
> g. After printing the final program, bring 8 copies of the program to the Music Office for historical filing.

Failure to follow the above procedures may be grounds for postponing the recital.

8. RECITAL JURY. Four weeks before the recital date, perform your program for your jury committee on the date you have arranged. Bring copies of the program for each jury member. Composition majors follow the above procedures with the exception that you must select one of the following two options: (a) four weeks before the recital date, perform two-thirds of your program (with presentation of scores, parts and a personnel list for the entire program), or (b) two weeks before the recital date, perform the entire program (with presentation of scores, parts and a personnel list for the entire program). Composition students who choose option (b) must submit their finished program by email to their composition teacher by the date of the jury. Composition teachers email the final version of the program to the Music Office no later than the Monday before the recital.

9. FACILITIES. As soon as the jury has been passed, reconfirm your recital date and necessary arrangements with the Coordinator of Facilities. The Coordinator or Concert Manager will make arrangements as needed for a stage manager and usher, and for someone to tape your recital. At this time you must know your stage set-up and any non-standard equipment that you will need.

10. PIANO TUNING. The schedule for the tunings of recital pianos is determined in advance by the Facilities Coordinator and the Departmental Piano Technician to provide the best possible musical result within a limited budget during the

course of each semester. Any student requiring a tuning of a piano (or harpsichord) outside of that schedule must make arrangements with the Facilities Coordinator two months prior to the event. The student will agree to pay for the services of the Departmental Piano Technician. Payment will be made directly to the Music Department for the amount of $95.00.

11. REHEARSALS. If you wish to rehearse in the Concert Hall, contact the Facilities Coordinator for available times at least a week before your proposed use. When you are finished, follow any directions given for the way you are to leave the stage. Lock all doors and turn off all lights when you leave.

12. USHERS. Ushering is part of the requirements for MUS300 (Music Convocation), and therefore your recital may have a MUS300 student assigned as an usher. Please check the Usher Sign-up sheet in the Music Resource Center to see if you have any ushers for your event. If you have no assigned ushers, then contact the Concert Manager to let him know that Music Staff ushers will be needed.

13. CONCERT HALL ACCESS CARD. Make sure that you or your Faculty Sponsor have an access card to open the Concert Hall, and a key to the piano, unless your stage manager is handling this for you.

14. SECURITY. After the program, the stage manager will check to make sure that all doors in the Concert Hall and any other rooms you use are locked and all lights are out. Leave the stage, the reception area, and all other areas used during your recital, neat and clean. Put all chairs, stands, and other equipment in their designated places.

15. RESCHEDULING. If you need to cancel or reschedule a recital, you must get the approval of your applied teacher, and at the earliest possible opportunity, you must contact the Facilities Coordinator. Please make sure all appropriate people involved in your event, such as accompanists and/or other assisting musicians and the Concert Manager, are notified of any changes. The Concert Manager will re-assign the student concert staff after confirmation of the change by the Facilities Coordinator.

16. INVITATION AND PUBLICITY. Sending written invitations, submitting press releases to newspapers, and/or posting notices are your responsibility and are to be done only after the recital program has been approved and signed by all jurors. The music department needs a brief biography and headshot from the student.

USHER RESPONSIBILITIES

All music majors and minors are expected to serve as volunteer ushers for departmental concerts, recitals, and other special events. You need to contact the Concert Hall Manager at the beginning of the semester or during MUS 300 to sign up for ushering. Note the date and be sure to arrive on time. When you are an usher, please follow these guidelines:

1. Wear appropriate, conservative clothing – no jeans, sneakers or T-shirts.
2. Arrive promptly at the time requested, usually one hour before the concert starts.
3. Fold and/or collate programs, if necessary.
4. Pick up any trash left around the hall and organize the entry area, both before and after the concert, including the rest rooms.
5. Wait for a signal from the stage manager before opening the hall.
6. Collect all tickets, hand out programs, and smile. Return tickets to cashier.
7. Monitor the doors during the concert. Late-comers should not be let into the hall until the end of a movement or piece. The best time to seat latecomers is during applause. Under no circumstances should anyone be allowed to walk down to his or her seat while people are performing. Use of the stage right door is the quietest.
8. You may escort people with special needs to their seats. Be aware of the locations of handicapped seats. Guests in wheelchairs must be put either in front of the first row or behind the last row. No wheelchairs or strollers may be put in the aisles.
9. The restrooms and water fountain are located across the lobby in the Art wing corridor. Additional facilities are down the Art Gallery corridor, around the corner and to the left (in the Theatre wing).
10. No food or drink is allowed in the Concert Hall.

11. An usher should be prepared to help in an emergency situation if needed. Please note the important details below.

IN THE EVENT OF AN EMERGENCY

1. Call **911 for life threatening emergencies** only.
2. In case of **fire – pull fire alarm** located outside the Concert Hall near the main entrance doors.
3. Any other problems call **Campus Police (4-2121)**. A phone for calls on campus is located near the Wanger modules heading toward the Theater Department. A phone for calls on campus is also located in the Box Office for emergency use by Music Department staff. The Stage Manager or Faculty Sponsor will have keys to the Box Office.
4. Make sure that the Stage Manager and/or Faculty Sponsor are alerted of any emergency or problems that occur before, during or after the concert/recital.

PERFORMANCE ORGANIZATIONS

- ❈ University Symphony Orchestra (MUS 397)
- ❈ University Chorus (MUS 293)
- ❈ Concert Chorus (MUS 395)
- ❈ Opera Workshop (MUS 485)
- ❈ Symphonic Wind Ensemble (MUS 394)
- ❈ Concert Band (MUS 292)
- ❈ URI Marching Band (fall semester only) (MUS 291)
- ❈ Jazz Studio Ensemble (MUS 396)
- ❈ Vocal Ensemble ("Lively Experiment") (MUS 398V)
- ❈ URI Pep Band (spring semester only) (MUS 290)
- ❈ Chamber Music Ensembles such as:
    - ❈ Brass Ensembles (MUS 398B)
    - ❈ Guitar Ensembles (MUS 398G)
    - ❈ Jazz Ensembles (MUS 398J)
    - ❈ Keyboard Ensembles (MUS 398K)
    - ❈ Mixed Ensembles (MUS 398M)
    - ❈ Percussion Ensembles (MUS 398P)
    - ❈ String Ensembles (MUS 398S)
    - ❈ Woodwind Ensembles (MUS 398W)

For all ensembles *except* University Chorus, Concert Band, and the URI Marching Band, you must audition with the ensemble conductor during the first days of the semester and receive approval from the conductor to join the ensemble. For University Chorus, Concert Band, and Marching Band, you may register without an audition and must attend all rehearsals starting from the first scheduled rehearsal or meeting date. All ensembles are offered for credit -- either 0 or 1 credit. Marching Band (MUS 291) is offered for 0, 1, or 2 credits. If you register for 0 credit, you will be graded on a S/U basis, and your grade will appear on your transcript. If you register for 1 credit (or 2 credits in the case of Marching Band) you will be graded on an A through F basis.

DEPARTMENTAL OPERATIONS AND POLICIES

SECURITY PROCEDURES

We must maintain the highest level of security within the Department. This demands a conscious effort on each member of the faculty, staff, and student body. Our security is effective only if we are willing to work together. We ask everyone in the Department to follow these security procedures:

1. **The general rule is when you are finished with a room, close the door and lock it.** If you see an open or unlocked door and the room is unattended, please lock the door or notify the Music Office immediately. Keep practice room doors locked at all times.
2. If you notice any suspicious activity or people acting suspiciously in the Fine Arts Center, please report the situation to the Music Office and/or call the campus police at extension **4-2121** immediately.
3. If you perform in departmental ensembles or register for applied lessons or applied classes, you are able to sign out a practice room key for the school year. The key(s) should be returned to the music office by the last day of final exams of your last semester for the academic year. Do not give your practice room key to anyone else or open a practice room for any other person; it is his/her responsibility to sign out a practice room key from the Music Office.
4. Locker security is the responsibility of the student. Combination locks are provided, but students may use their own locks if desired. Lockers are to remain locked at all times. It is highly recommended not to store instruments in lockers over breaks. Guard your combination number and/or keys. Some large lockers are equipped with barrel bolts that need to be used to prevent theft and unauthorized entry. See Locker Allocation for information about renting a locker.
5. Students are not to use any room in the Music Department, other than practice rooms, without special permission. See the Coordinator of Facilities in the Resource Center to reserve other rooms.
6. Students working for the Department will receive keys appropriate for their appointed positions. All Department of Music key issues must be returned at the end of the work assignment.
7. Please do not ask students working for the Department to open any doors. Student workers may not use their keys in any unauthorized manner.
8. It is against University policy to copy any Music Department keys.
9. The official opening and closing times of the Fine Arts Center are posted on the Department bulletin board. No student should be in the building when the Fine Arts Center is officially closed.
10. Please do not leave any instruments, books, handbags, or personal items unattended. If it seems safe to do so, please bring any unattended items to the Music Office or call Campus Police.

PRACTICE ROOMS

There are six standard rooms in the D wing and four Wenger modules for general practice and/or lessons, and there are two rooms for piano and composition majors (D200 and D208). There are two rooms dedicated to percussion practice and/or lessons on the first floor of the D Wing. There are also two practice modules located in the H Wing (beyond Will Theatre) in the Fine Arts Center for general practice and/or lessons.

These rooms are available only to music majors or minors, students officially enrolled in music ensembles and/or applied music lessons or classes at URI, and departmental faculty. Students who wish to obtain practice room privileges must see the Music Department secretary during the first week of classes, pay a non-refundable $5 fee, and check out a practice room key. The key must be returned by the last day of final examinations of the fall semester. If the student is continuing study through the spring semester, he or she must return the key by the last day of final examinations of the spring semester. The same procedure applies to students registered for summer applied music lessons, and the key must be returned by the last day of the summer session.

Students should sign up for practice times at the beginning of every week using the schedule sheets posted on each door of the practice rooms.

Practice room doors are to be locked at all times. It is everyone's responsibility to keep these doors locked so that we keep our practice rooms and pianos in the best condition possible. Do not open a practice room for any other person; it is his/her responsibility to sign out a practice room key from the Music Office.

All students studying percussion will receive an access code for the two percussion practice rooms and the percussion closet. These codes will be changed periodically for security reasons. Composition and piano majors will be issued two keys if available, one for the standard practice rooms and one for the special piano/composition practice rooms. Any Music Student may also acquire a Wenger practice module key, which opens four additional rooms. Each key requires a $5 refundable fee.

LOCKER ALLOCATION

Lockers are reserved for music majors and minors; other students who are registered for ensembles and/or applied lessons or classes may obtain any available remaining lockers by the third week of the semester.   Music majors or minors who wish to obtain locker privileges must see the Music Department secretary during the first week of classes, pay a yearly non-refundable fee of $15 ($10 for one semester), and receive a locker payment receipt. The Facilities Coordinator will then assign a locker to students upon submission to the Coordinator of the locker payment receipt. For security purposes, the Department recommends that students obtain and use their own locks on their assigned lockers. However, students may, if they so choose, use the Department's combination lock already attached to the locker. Lockers must be emptied and any Departmental locks returned on or before the business day following URI Commencement in May.   For students in summer music courses, the same procedure applies, and any Departmental lock must be returned by the last day of the summer session. Official University sanctions will be placed on any student not returning combination locks on the required dates. Students must pay a $20 fee for lost combination locks or locks that are not returned. Lockers will be emptied following the deadline, and the Department will not be responsible for loss or damage of any contents.

While the University and the Department of Music will make every reasonable effort to provide for the security and safety of items stored in these lockers, it is not responsible for any personal loss or damage due to malicious invasion, vandalism, weather, or structural/operational failure within the Fine Arts Center. It is strongly recommended that valuable instruments and other equipment be fully covered under the student's own insurance policy.

INSTRUMENT LOANS

A limited number of instruments are available to URI students registered for class methods courses (MUS 169, 170, 175, 177, 179), instrumental ensembles (MUS 290, 291, 292, 391, 394, 396, 397, and 398), applied music (MUS 110, 210, 310, 410), and to URI students enrolled in the Music Department's Preparatory Program. The Music Department works to keep its instrument inventory in excellent condition. If you use a departmental instrument, please take care of that instrument as if it were your own. Instruments are expensive and cannot be easily replaced. Note the following:
1. All students using woodwind, brass, or string instruments owned by the Music Department must fill out the *Instrument Issue Form* and th*e Instrument Sign-Up Inventory Card* at the time they receive the instrument.
2. You are responsible for any instrument issued to you. If the instrument is lost or stolen while in your possession, you must then pay the Music Department an amount equal to the cost of a replacement instrument. The brand, model, and place of purchase of this replacement instrument will be determined by the Music Department. Damage, above normal wear, must also be repaired at the expense of the student. The Music Department will bill the student after the repair has been made. All payments for replacement and repair of instruments must be made within two months of the billing date.
3. A $25.00 late fee will be assessed for any instrument not returned by the date specified on the signed contract. Any changes or exceptions should be arranged in advance with the Facilities Coordinator. Students are to check out instruments from the Facilities Coordinator.
4. The teacher or conductor may make other special arrangements for check out with the Facilities Coordinator. These arrangements will be announced during the first week of classes or rehearsals.
5. Please take care of the instrument you are borrowing from the Department. Do not leave the instrument unattended. It should be left in a secure place when not in use. Handle it as if it is your own.

6.	Each instrument should be returned in good condition, clean, and with all accompanying parts and accessories. A fee of $25.00 will be charged to any student who returns an instrument that is determined to be very unclean and/or has listed accessories missing.

7.	You are responsible for purchasing accessories such as reeds, swabs, reed cases, repair kits, etc. and replacing broken strings (unless exempted by the instructor).

MUSIC RESOURCE CENTER GUIDELINES

The Music Resource Center is located in the Fine Arts Center, across from the Music Department Office. It is open during the fall and spring sessions of the regular academic year. A specific schedule will be determined within the first two weeks of each semester, and then posted. The Music Resource Center is not open during vacation times, between semesters, or during the summer.

The Music Resource Center houses:
- Compact discs and LP's, video cassettes, and DVD's
- Cassettes and CDs of Music Department recitals and performances
- Educational recordings, including listening materials for department courses
- Listening stations, equipped to handle various media in the Resource Room
- Vocal and instrumental scores and musical parts
- Method books for orchestral and band instruments
- Several computers, printers, scanners, and a copier
- Reserve materials for specific courses

The Resource Center is a place of study. Eating, drinking, and smoking are not allowed, and cell phone use is prohibited. Recordings in the Resource Center are to be used only on the premises. Up to two music scores and books at a time may be checked out for two weeks, renewable once. Chamber and solo music in the Resource Center intended for performance may be marked in pencil only, but must be erased before being returned. There is a fine of $1.00 per week for each item overdue. On occasion, an instructor may wish to reserve materials to be checked out overnight. In this case, the overdue fine is $1.00 per day. Unpaid fines or lost materials may result in loss of borrowing privileges. Printing and copying has a fee of .05 cents per page.

Student monitors will be working during the Resource Center's operating hours, and will provide recordings and headphones for you. Those who borrow materials will be asked to leave a student ID with the monitor; this ID will be returned when all materials are returned.

The Resource Center exists for the purpose of musical study, and is not a recording facility; students cannot expect monitors to record tapes, records, or CDs. However, students can burn CD copies of their recorded convocation, recital or ensemble performances using the equipment in the Resource Center. Instruction on the technology involved can be available with advance notice. Students must supply their own CD-Rs.

It is the student's responsibility to plan carefully for time in the Music Resource Center when it is scheduled to be open. Students should consult their course syllabi regularly, and be aware of the Resource Center's hours of operation in order to prepare for projects, tests, and exams. Any concerns about policy or procedures should be communicated to the Manager of the Music Resource Center.

ACADEMIC POLICIES AND PROCEDURES

TECHNOLOGY EXPECTATIONS

Students are expected to have a working knowledge of technology as it applies to their area of specialization. All students are expected to:

- Check their URI email account regularly. *Note: the URI email account is the method by which the Music Department will communicate with students, so it is vital that students check it on a regular basis*. Instructions about the URI email system, including how to forward your URI email to an outside account can be found here: http://hdwiki.uri.edu/index.php?title=email&Search=Search#Student_Email
- Check their course sites on Sakai. Not all instructors use Sakai, but students should check at the beginning of each semester, after registering, to see which courses have a Sakai site. Instructors post syllabi, course information, grades and assignments on Sakai. Instructions for accessing Sakai can be found here: http://hdwiki.uri.edu/index.php?title=Sakai
- Learn to navigate ecampus for course registration, financial information, academic requirements, etc. Instructions for ecampus can be found here: http://hdwiki.uri.edu/index.php?title=E-Campus
- Further information, including links to the Technology Help Desk, can be found here: http://web.uri.edu/its/

As part of their curriculum, students will use a music notation system such as Finale, Sibelius or Noteflight. They will create portfolios using a cloud based web designer such as Wix, edit audio using Audacity or Garageband, and create videos that highlight their performance and/or teaching skills.

PIANO PROFICIENCY EXAMINATION

All Bachelor of Music students must successfully complete Option I or Option II of the piano proficiency requirement. In Option I students must pass all seven piano proficiencies by the end of their junior year. Piano proficiency examinations before the faculty examination committee are scheduled on a regular basis during the fall and spring semesters. In Option II students take MUS 171, 172, 271, and 272 and successfully pass each course with a grade no lower than a C. Failure to pass Option I or Option II will require reexamination in succeeding semesters. No one will graduate with a Bachelor of Music degree until this requirement is fulfilled. The piano proficiency examination for students selecting Option I consists of the following seven proficiencies:

1. Nomenclature. The student will be able to answer questions that deal with nomenclature concerning the piano as well as nomenclature that may concern tempo, dynamics, and/or other elements of music.

2. Scales. The student will perform all major scales two octaves, hands together, by memory at a tempo of M.M. = 144 per note.

3. Harmonize at sight. The student will read two melodies taken from any major or minor key chosen by the examination committee, improvising suitable accompaniments for the melodies by using diatonic triads and secondary dominants, and reading from chord symbols.

4. Transposition. The student will transpose at sight two melodies selected by the examination committee. The student will be asked to transpose the melodies up or down by either a half step or whole-step.

5. Patriotic songs. The student will play *America* and *The Star-Spangled Banne*r in a manner suitable for accompanying community or school singing. These accompaniments are to be prepared in advance.

6. Sight-read accompaniments. The student will be able to play at sight a four-part song and an accompaniment for a vocal or instrumental soloist.

7. Repertoire. The student will play two prepared piano pieces by contrasting composers. A member of the piano faculty or an instructor of piano class must approve these pieces in advance. Piano major's juries and recitals fulfill this requirement.

APPLIED MUSIC LESSONS

Applied music lessons (MUS 110, 210, 310, and 410) are primarily available to music majors and minors. Talented non-music majors or minors can register for applied lessons but only after passing a departmental audition. All students registering for MUS 110 or applied music lessons for the first time must receive permission number from their applied instructor.

Students can register for 1, 2, or 3 credits per semester if taking MUS 110 or 210; they can register for 2, 3, or 4 credits per semester if taking MUS 310 or 410. One credit equals a one-half hour lesson per week; 2, 3, or 4 credits equal an hour lesson per week and require additional preparation time, higher levels of performance, and, except for MUS 110, Music Convocation performances. Music majors should consult their program descriptions (Bachelor of Arts in Music or Bachelor of Music) and work with their advisors in determining the number of credit hours they should take per semester. Music minors should register for 1 or 2 credits each semester.

Students registered for applied music courses in the third semester and beyond (MUS 210, 310 and 410) must perform in Convocation each semester, with the following exceptions: (1) Any student giving a junior or senior recital in a given semester is not required to perform in Convocation during that semester. (2) Any student taking applied lessons on a secondary instrument is not required to perform in Convocation on the secondary instrument. A student whose Convocation performance requirement has not been fulfilled in any one semester because of a legitimate excuse will receive a grade of incomplete in his/her applied performing area. If a student needs additional instruction in order to make up an incomplete in Convocation, he/she must register again for the same applied music course. The Convocation requirement must be fulfilled through performance at MUS 300 Music Convocation, scheduled early in the student's next semester of enrollment.

Fees. All students registered for applied music lessons (MUS 110, 210, 310, and 410) must pay an extra University fee per semester. The fee can be found in the current University of Rhode Island catalog.

Lessons. Lesson days and times must be arranged with the applied teacher immediately at the start of the semester. If students cannot contact their teacher within the first day or two of the semester, they should immediately seek help from the Music Office.

Students should receive thirteen weekly lessons each semester. However, there are circumstances which may result in the student receiving fewer lessons, such as the University canceling classes during the winter because of hazardous weather, or registering for applied music after the semester starts. In such circumstances, each teacher will determine if, when, and how such missed instruction will be made up. If the applied teacher misses a lesson because of illness, emergency, or professional obligations, he/she will work with the student to make up the lesson. If the student misses a lesson, the teacher is under no obligation to make up the instruction time lost. In all cases, students should let their applied teachers know as early as possible if a lesson will be missed and the reason why. If the student is sick and unable to come to the lesson, he or she is expected to call the teacher or Music Office early in the morning before the scheduled time of the lesson. If an accompanist is involved, a call should also be placed to that person.

Juries. Jury examinations are held at the end of every semester during the final examination period. All students registered for applied lessons must perform a jury exam each semester except for the semester of the junior or senior recital. Students who are performance majors in the B.M. degree program must take a fifteen-minute jury; all other degree majors and minors take a ten-minute jury. At the discretion of the instructor, memorization may be required for recitals and performances.

Juries are grouped into applied areas: voice, piano, organ, brass, woodwinds, string and guitar, percussion, and jazz studies. Toward the end of the semester, the Music Office will post sign-up sheets listing the days and times of juries for each of the applied areas. Each student works with his/her accompanist (if one will be needed) to identify an appropriate time for the jury, then signs up for that jury time on the appropriate sign up sheet, fills out the jury sheet titled *Student Voice/Instrumental Jury Form,* gets the applied teacher's signature, and places the completed copies in the jury envelopes attached to the sign-up sheets. Students do not need to provide copies of the music they are performing.

Students and their accompanists (if being used) should be waiting by the jury room fifteen minutes before the assigned time. After the jury, the student's applied teacher brings a copy of the jury sheet (*Student Voice/Instrumental Jury Form*) and copies of the written evaluations to the music office to be placed in the student's academic file. Soon after the jury, each student should contact their applied instructor to receive copies of the written evaluations from the jurors.

If a student should be unable to perform in a semester jury due to extenuating circumstances (i.e., illness, accident, family emergency), he or she must be excused by his/her applied instructor and will be given a course grade of incomplete. The student, his/her teacher, and accompanist (if one is used) working with the Music Office, must set up a make-up jury within the first 6 weeks of the student's next semester in residence. The student's incomplete can then be changed to a grade.

SUMMER PRIVATE STUDY AND RECITALS

Students who wish to earn credit for private study during a summer must obtain prior permission from the Department Chair, and register through the College of Continuing Education. The normal University fee for applied lessons will be required. During the summer, the student must pay all costs for an accompanist, including any time in which an accompanist accompanies an applied lesson, master class, end-of-the term jury, or recital.

Scheduling recitals during summer sessions is very strongly discouraged and must be approved by the Music Department Chair well in advance of the recital date.

If a recital date has been approved, the student has additional recital costs and responsibilities -- including the procurement and payment for the services of a stage and recording manager. The Concert Coordinator must approve the choice of a stage and recording manager. The student must pay for all time spent with an accompanist and any other needed musicians. This includes extra time with the student's teacher. The Music Office will make arrangements for the tuning of the piano and/or harpsichord, but the student must pay for the piano technicians' services. It is the student's responsibility to oversee all arrangements for the summer recital and to work carefully with the Music Office and his/her applied teacher.

PROCEDURES FOR THE INDEPENDENT STUDY COURSE (MUS 490)

• The Independent Study course is MUS 490 Independent Study (1-3). Independent study is the preparation and completion of a project under the guidance of a member of the appropriate faculty.

• A student wanting to register for the above course must follow these procedures:
> 1. The student decides on a project.
> 2. The student contacts the preferred project advisor and seeks his/her approval.
> 3. The student works with the project advisor in completing the *Independent Study Departmental Approval Form* during the semester prior to enrollment in the course (See Appendix).
> 4. The student submits a completed and signed *Independent Study Departmental Approval Form* to the chairperson who decides whether to give approval and if so, provides a permission number for the student. The permission number is required for e-campus enrollment. No approvals will be given after the University's official "add" deadline.
> 5. Work on the project with the project advisor can start only after the student is officially registered at the University for the independent study course.
> 6. A copy of the *Independent Study Departmental Approval Form* is filed in the student's folder.
> 7. The project advisor monitors the project and gives the grade at the end of the semester.

• Independent study courses cannot be used as substitutes for regular music courses listed in the *Undergraduate and Graduate Catalog of the University of Rhode Island.*

COPYRIGHT LAW

These guidelines were prepared in 1975 by a task force made up of representatives of the Music Educators National Conference, the Music Publishers' Association of the United States, the Music Teachers National Association, the National

Association of Schools of Music, and the National Music Publishers Association. Further information is available at www.menc.org/resources/view/copyright-center.

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of 1976 Copyright Act. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future; and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines. Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and those stated in Section 107 of 1976 Copyright Act. There may be instances in which copying that does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

A. Permissible uses:
1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria but in no case more that 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies that have been purchased may be edited OR simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyrights of the music itself and not to any copyright that may exist in the sound recording.)

B. Prohibitions:
1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2.   Copying of or from works intended to be "consumable" in the course of study or teaching, such as workbooks, exercises, standard tests and answer sheets and like material.
3. Copying for the purpose of performance except as in A-1 above.
4. Copying for the purpose of substituting for the purchase of music except as in A-1 and 2 above.
5. Copying without inclusion of the copyright notice that appears on the printed copy.

COURSE SUBSTITUTIONS AND WAIVERS, AND ACADEMIC STANDARDS

Music course or program substitutions and waivers are granted only under the most unusual of circumstances, and are made on the approval of the Undergraduate Curriculum Committee. If you want the faculty to consider a substitution or waiver, you must complete the Department of Music *Student Petition Form* and give it to your advisor, who will present it to the Committee. Students should submit petitions to their advisor during the preceding semester to which the petition applies. The Committee will review your request, act on it, and inform you of its decision. Curricular modifications regarding general education requirements or other University or College of Arts and Sciences requirements must be made to the College of Arts and Sciences Scholastic Standing Committee. Information and forms are available in the Dean's office in Chafee Social Science Center.

GRADUATION

At the start of a student's senior year, a meeting is scheduled with the appropriate advisor (Frazier/Thomas) to ascertain that all requirements necessary for the completion of the degree will have been met by the proposed graduation date. Students complete an Intent to Graduate/File for Degree form, found at www.uri.edu.artsci/forms/index.html. The advisor writes a letter stating which music courses are still needed for the completion of the degree. The student

delivers these papers to the Dean's office in the College of Arts and Sciences, Room 257, Chafee Hall. A full audit of all non-music courses required for the degree is then completed by the College of Arts and Science and the results of this audit are mailed to the student's home address.

The dates set by the College of Arts and Science for submission of all paperwork are as follows: to graduate in May, paperwork must be submitted by October 1; to graduate in August, all paperwork must be submitted by March 1; to graduate in December, all paperwork must be submitted by May 1. Students who do not follow this procedure may not be able to graduate on time.

Students minoring in music need to file the minor paperwork by the beginning of their last semester at URI, or earlier if they complete their minor coursework earlier.

APPENDIX

THE FACULTY

The Department of Music at the University of Rhode Island offers students some the finest classroom teaching available in the country. Beyond excellent academic credentials that they bring to the Department of Music, all faculty members reflect a breadth of experience that gives depth and creative energy to their teaching. The combination of thorough theoretical training and practical experience presents a rich academic resource for our music students. Faculty members produce scholarly written work in the form of articles and books, original creative work in the form of composition, and artistic work in the form of musical performance and conducting. The faculty is actively engaged in presenting papers at regional and national conferences, providing workshops, guest conducting, and serving on boards and panels that make important and significant decisions regarding music and music education. Faculty also hold major positions in orchestras and give solo recitals and chamber music concerts nationally and internationally.

FACULTY AND PROFESSIONAL STAFF
The faculty and professional staff were educated at the nation's most distinguished music schools and conservatories. Many have earned regional and/or national recognition and reputations as experts in their respective fields. All share a firm commitment to excellent teaching in the classroom.

Mark Conley, Professor of Music, Chair of the Department of Music, Director of Choral Activities
Academic credentials: M.M., University of Michigan
Teaching area: Conductor of the Concert Choir and Lively Experiment; applied voice; choral conducting.

Vilde Aaslid, Assistant Professor of Music
Academic credentials: Ph.D., University of Virginia
Teaching area: Music history.

Eliane Aberdam, Professor of Music, Co-Director of the Graduate Program in Music
Academic credentials: Ph.D., University of California, Berkeley
Teaching area: Music theory; composition; music history; music technology.

Audrey Cardany, Associate Professor of Music, Coordinator of Music Education
Academic credentials: Ph.D., Arizona State University
Teaching area: Music education, student teaching.

Brian Cardany, Director and Head Coach of Athletic Band, Associate Director of Bands, Lecturer in Music
Academic credentials: D.M.A., Arizona State University
Teaching area: Director of Marching; Basketball; and Concert Bands; music education; brass class.

Ann Danis, Professor of Music, Director of Orchestral Activities
Academic credentials: M.M., New England Conservatory of Music
Teaching area: Conductor of the University Symphony Orchestra; applied violin and viola; instrumental conducting; string class, string chamber ensembles.

René de la Garza, Senior Lecturer in Music
Academic credentials: M.M., Boston Conservatory
Teaching area: Applied voice; diction; basics of singing; opera workshop.

Margaret Frazier, Senior Lecturer in Music
Academic credentials: M.M., University of Rhode Island
Teaching area: Applied voice; music appreciation; voice class.

Emmett Goods, Lecturer in Music
Academic credentials: M.M., Georgia State University
Professional area: History of Jazz; History of Rock and Roll; jazz combo.

Gerard Heroux, Coordinator, Music Resource Center and Music Facilities
Academic credentials: M.M., University of Rhode Island
Professional area: Resource materials and technology; instrument maintenance; scheduling.

Joseph Parillo, Professor of Music, Director of the Jazz Program, Director of the Graduate Program in Music
Academic credentials: M.M., New England Conservatory
Teaching area: Jazz history; composition; applied jazz piano; big band; convocation.

Gene J. Pollart, Professor of Music, Director of Bands
Academic credentials: Ph.D., Columbia Pacific University
Teaching area: Director of the Symphonic Wind Ensemble; instrumental conducting; music education; jazz history.

Manabu Takasawa, Professor of Music
Academic credentials: D.M.A., University of Maryland
Teaching area: Applied piano; class piano; music theory.

Susan Thomas, Senior Lecturer in Music
Academic credentials: M.A., Lesley University
Teaching area: Flute; music technology; portfolio; music theory; music appreciation; convocation

GUEST ARTISTS AND OTHER FACULTY
Jonathan Amon (Classical saxophone, chamber ensembles)
Jay Azzolina (Jazz guitar, jazz combos, history of rock and roll)
Mark Berney (Jazz trumpet, jazz combos, history of jazz)
Gary Buttery (Tuba/Euphonium)
Cheryl Casola (Piano accompanist)
Dawn Chung (Piano accompanist)
Cathryn Cummings (French Horn, brass chamber ensemble, introduction to music)
Gayane Darakyan (Piano accompanist)
Kyle Forsthoff (Percussion, chamber ensemble, history of rock and roll, introduction to music)
Benjamin Griffin (Classical and jazz trombone)
Grace Guss (Piano accompanist)
Michelle Holt (Music education)
William Jones (Jazz saxophone, chamber ensemble, jazz combo)
Wayne Kilcline (Guitar class)
Juliet Lai (Clarinet, clarinet ensemble)
Stephen Langone (Drum set)
Adam Levin (Guitar, guitar chamber ensemble)
Jean Maxon (Introduction to music)
Kirsten Mitak (Piano class)
John Monllos (History of jazz, history of rock and roll)
Theodore Mook (Cello, string quartet, introduction to music)
Jane Murray (Oboe)
David Neves (Music education)
JoAnn Phillips (Music education)
Eliot Porter (Classical string bass)
Deborah Rentz-Moore (Voice)
Ron Sanfilippo (Jazz piano)
Gary Vallee (Music education)
Kirsten Volness (Composition, theory, piano class, sight-singing)
David Wharton (Trumpet, chamber ensemble)
Susan Wood (Bassoon)
Susan Woythaler (Music education)
David Zinno (Jazz string bass, jazz combo, jazz theory)

OTHER PART-TIME FACULTY/STAFF

Amy Botello (Secretary)
Theodore Mook (Publicity)
Jessica Peabody (Fiscal clerk)
Jacob Wolf (Concert Hall Manager)

GRADUATE ASSISTANTS

Mary Kay Grout
James Himmelmann
Rebecca Jackson
Kristin St. George

SCHOLARSHIPS

MUSIC SCHOLARSHIPS AND AWARDS

Departmental Scholarships. The Department of Music has an attractive scholarship program with awards available to music majors who exhibit a high degree of talent and performance ability.   For the entire period covered by the scholarships, all students receiving scholarships in music are required to be full-time, continuing students, maintain a 2.5 overall grade-point average, and perform in major ensembles as designated by the department. Scholarship students must be officially registered as music majors during all semesters covered by the scholarships.   For music majors, this means being registered in one of two-degree programs: Bachelor of Music or Bachelor of Arts in Music

Scholarship funds remaining unused after September will be made available to full-time, continuing music majors. A special scholarship audition date will be announced in the fall for those URI students who wish to be considered for a music scholarship or who wish to increase their current scholarship amount. Questions regarding scholarships should be addressed to Chairperson of the Scholarship and Recruitment Committee.

Other Scholarships. Special scholarships include the following:

Ward Abusamra Scholarship in Music and Voice. Income from endowment for a scholarship in music awarded annually to a graduate or undergraduate music major on the basis of merit. Preference given to students concentrating in voice or chorus. Recipient to be selected by the Department of Music Recruitment and Scholarship Committee during annual spring auditions.

Sonia Aronian and Geoffrey Gibbs Scholarship in Music Composition.   Created by Dr. Geoffrey Gibbs, Professor Emeritus of Music, and Dr. Sonia Aronian, Professor of Russian Literature. The endowment provide a scholarship to a music major in the area of music composition. Selection by the Department of Music.

Thomas V. Falciglia Honorary. Income from endowment awarded annually to a music major concentrating in piano, organ, orchestral instrument, or voice on the basis of musical achievement or contribution to the music program, or to a musically talented freshman, with preference to students with financial need. Selection made by the Department of Music.

Dr. Adolphus C. Hailstork III Music Scholarship for Minority Students. Awarded on the basis of merit to minority students entering the Department of Music. Selection made by the Department of Music.

Jazz Studies Scholarship. The Jazz Studies Scholarship is awarded each year to a student majoring or minoring in music who is pursuing jazz studies. The recipient must be an undergraduate who agrees to participate for the year in at least one of the URI Jazz Ensembles. The Chair of Music, in consultation with the Director of Jazz Studies at URI, will select the recipient(s) based on financial need and an audition.

Kingston Chamber Music Festival Award. $1,000 yearly award based on merit and excellence in instrumental performance and music scholarship, awarded at the beginning of the junior year. Preference is given to a resident of Rhode Island. The recipient is selected by the music faculty.

James Ladewig Scholarship in Music History. Scholarship awarded to an undergraduate student(s) in recognition of demonstrated academic excellence in, and enthusiasm for, the study of music history. Selection made by a committee of faculty who teach music-major music history and music theory courses.

Mary Langdon Memorial Scholarship in Voice. Created in memory of URI Professor Emerita Mary Langdon by her family and friends. The endowment provides a scholarship to a music major studying voice. Selection is made by the Department of Music.

Lee Family Scholarship. Income from endowment awarded annually to a music student whose principal area of study is composition, piano, saxophone, or voice. Scholarship selection is based on a student's commitment to music study, growing musical talent, and a strong academic record.

June Rockwell Levy Memorial. Income from endowment awarded annually to music students with financial need.

Sebastian P. and Marybelle Musco Scholarship in Voice. This endowment will provide scholarships to assist undergraduate and graduate music majors who are studying voice, and particularly those interested in pursuing careers in opera and vocal performance. Selection made by the voice faculty and Chairperson of the Department.

Presser Scholar Award. Award given to an outstanding student majoring in music at or near the end of the junior year. The stipend, provided by the Presser Foundation, is awarded to the Presser Undergraduate Scholar at the beginning of the senior year. Selection made by the music faculty.

W. Donald and Jane Rankin Scholarship. Income from endowment for a scholarship to be awarded annually to an undergraduate in the Department of Music at the University of Rhode Island. Preference will be given to a student with financial need. Recipient will be selected by the Chairperson of the Department of Music.

South County Center for the Arts Music Talent Scholarship. The yearly interest from this scholarship endowment is to be given to a full-time undergraduate music major(s) attending the University of Rhode Island. The recipient is to be a graduating high school senior from one of the high schools located in South County (i.e., North Kingstown, South Kingstown, Chariho, Westerly, Narragansett School Districts). If no graduating senior is applying to the University as a music major in a particular year, the scholarship can be given to a past graduate of a high school located in South County. The granting of the scholarship is to be based on talent in any area of music (e.g., performance and/or composition) and is to be determined through an audition before the Recruitment and Scholarship Committee of the Department of Music.

Ruth Trexler Memorial Scholarship. Awarded annually to a music major studying an orchestral string instrument. Selection made by the Department of Music.

Awards. At the end of each academic year, the faculty selects music students who have demonstrated outstanding achievement to receive any of four awards: President's Award for Academic Excellence, Department of Music Award for Musical Excellence, Department of Music Service Award and Department of Music Award for Music Education.

COMPETENCIES

Department of Music Undergraduate Student Competencies Required for Graduation

Competencies Required of Students in Bachelor of Arts Degree Programs (BA)
Consistent with the mission, values and goals of the Department of Music, the music faculty expects all Bachelor of Arts degree candidates to demonstrate the following:

BA.1. General Education
BA.1.1. The ability to think, speak, and write clearly and effectively, and to communicate with precision, cogency, and rhetorical force.
BA.1.2. An informed acquaintance with the mathematical and experimental methods of the physical and biological sciences; with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and developments of modern society.
BA.1.3. An ability to address culture and history from a variety of perspectives.
BA.1.4. Understanding of, and experience in thinking about, moral and ethical problems.
BA.1.5. The ability to respect, understand, and evaluate work in a variety of disciplines.
BA.1.6. The capacity to explain and defend one's views effectively and rationally.
BA.1.7. Understanding of and experience in one or more art forms other than music.

BA.2. Musicianship
BA.2.1.a. An understanding of and the ability to read and realize musical notation.
BA.2.1.b. The ability to hear, identify, and work conceptually with the elements of music -- rhythm, melody, harmony, structure, timbre, texture, and so forth.
BA.2.2. An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
BA.2.3. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources.
BA.2.4. The ability to develop and defend musical judgments.

BA.3. Performance
BA.3.1. Ability in performing areas at levels consistent with the goals and objectives of the specific liberal arts degree option being followed.
BA.3.2. Ability to sight-read.
BA.3.3. An understanding of procedures for realizing a variety of musical styles.

BA.4. Music Electives
BA.4.1. Knowledge and/or skills in one or more areas of music beyond basic musicianship appropriate to the individual's needs and interests, and consistent with the purposes of the specific liberal arts degree option being followed.

Competencies Required of Students in ALL Bachelor of Music Degree Programs (BM)
Consistent with the mission, values and goals of the Department of Music, the music faculty expects all Bachelor of Music degree candidates to demonstrate the following:
BM.1. Performance
BM.1.1. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
BM.1.2. An overview understanding of the repertory in the student's major performance area and the ability to perform from a cross-section of that repertory.
BM.1.3. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performing area, a level of skill relevant to professional standards appropriate for the particular concentration.
BM.1.4. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation, including rehearsal and conducting skills as appropriate to the particular music concentration.
BM.1.5. Keyboard competency and experiences in secondary performance areas.
BM.1.6. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences that are varied both in size and nature.

BM.2. Aural Skills and Analysis
BM.2.1. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.

BM.2.2. Sufficient understanding of musical forms, processes, and structures in order to use this knowledge in compositional, performance, analytical, scholarly, and pedagogical applications, according to the requisites of their specializations.
BM.2.3. The ability to place music in historical, cultural, and stylistic contexts.

BM.3. Composition and Improvisation
BM.3.1. Rudimentary capacity to create derivative or original music both extemporaneously and in written form.
BM.3.2. The ability to compose, improvise, or both at a basic level in one or more musical languages, for example, the imitation of various musical styles, improvisation on pre-existing materials, the creation of original compositions, experimentation with various sound sources, and manipulating the common elements in non-traditional ways.

BM.4. History and Repertory
BM.4.1. A basic knowledge of music history through the present time.
BM.4.2. An acquaintance with repertories beyond the area of specialization through exposure to a large and varied body of music by attending and studying recitals, concerts, opera and musical theatre productions, and other performances.

BM.5. Technology
BM.5.1. A basic overview understanding of how technology serves the field of music as a whole.
BM.5.2. Working knowledge of the technological developments applicable to the student's area of specialization.

BM.6. Synthesis
BM.6.1. Professional, entry-level competence in the area of specialization, including significant technical mastery, capability to produce work and solve professional problems independently and a coherent set of artistic/intellectual goals, which are evident in the student's work.
BM.6.2. The ability to work on musical problems by combining individual capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.
BM.6.3. The competency to form and defend value judgments about music, including the ability to communicate musical ideas, concepts, and requirements to professionals and lay persons.
BM.6.4 Acquirement of tools to know and experience a comprehensive repertory, including music from various cultures of the world and music of the student's own time.
BM.6.5. Acquirement of teaching skills, particularly as related to one's major area of study.
BM.6.6. The ability to understand interrelationships and multidisciplinary issues among the various professions and activities that include music, and to use the entrepreneurial skills necessary to assist in the development and advancement of the student's career.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Performance (BMP).
Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Performance degree candidates to demonstrate the following, in addition to those listed above in the BM section:

BMP.1. General Studies.
BMP.1.1. For performance majors in voice, ability to use foreign languages and diction.

BMP.2. Essential competencies.
*B*MP.2.1. 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.
BMP.2.2. The ability to undertake successful solo and ensemble performances in a variety of formal and informal settings, including junior and senior recitals.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Composition (BMC).
Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Composition degree candidates to demonstrate the following, in addition to those standards listed above in the BM section:

BMC.1. General Studies.

BMC.1.1. Understanding of areas such as computer science, acoustics, and aesthetics.

BMC.2. Essential Competencies.
BMC.2.1. 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. This involves the competency to work with both electronic and acoustic media; work with a variety of styles, forms, and notations; and apply principles of scoring appropriate to particular compositions.
BMC.2.2. Fluency in the use of tools needed by composers. This includes keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and applicable technologies.
BMC.2.3. The ability to arrange and oversee fully realized performances of the one's original compositions in public presentations, with critical assessments.

Competencies Required of Students in the Bachelor of Music Degree Program with the option in Music Education (BME).
Consistent with the mission, values and goals of the Department of Music, the music faculty expects Bachelor of Music in Music Education degree candidates to demonstrate the following:

BME.1. Desirable Attributes
BME.1.1. Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
BME.1.2. The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
BME.1.3. The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
BME.1.4. The ability to articulate logical rationales for music as a basic component of general education, and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
BME.1.5. The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
BME.1.6. The ability to evaluate ideas, methods, and policies in the arts, the humanities, and in arts education for their impact on the musical and cultural development of students.
BME.1.7. The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

BME.2. Music Competencies.
BME.2.1. *Conducting*. Being a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations through knowledge of score reading and the integration of analysis, style, performance practices, instrumentation, and baton techniques.
BME.2.2. *Arranging*. Competency to arrange and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations.
BME.2.3. *Functional Performance*.   Functional performance abilities in keyboard, the voice, and instruments appropriate to the student's teaching specialization.
BME.2.4.a.   *Analysis/History/Literature*. The ability to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities.
BME.2.4.b. *Analysis/History/Literature*. The ability to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development to their students.
BME.2.5. *For General Music and Vocal/Choral Music.*
    BME.2.5.1.a. Sufficient musicianship, vocal, and pedagogical skills sufficient to teach general music.
    BME.2.5.1.b. Sufficient vocal and pedagogical skill to teach effective use of the voice.
    BME.2.5.1.c. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music and vocal/choral music.
    BME.2.5.2.   The ability to successfully experience solo vocal, and small and large choral ensemble performance.
    BME.2.5.3.   Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments.
    BME.2.5.4.a. The ability to successfully teach general music classes.
    BME.2.5.4.b. The ability to successfully teach beginning vocal techniques individually, in small groups and in larger classes.
BME.2.6. *For Instrumental Music.*
    BME.2.6.1.a. Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups.

BME.2.6.1.b. Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music.
BME.2.6.2. The ability to successfully experience solo instrumental performance, as well as participation in small and large instrumental ensembles.
BME.2.6.3. The ability to successfully teach beginning instrumental students individually, in small groups and in larger classes.

BME.3. Teaching Competencies.
BME.3.1. 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, including demonstration of skill in effective classroom and rehearsal management.
BME.3.2. An understanding of child growth and development and an understanding of principles of learning as they relate to music.
BME.3.3. 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.
BME.3.4. Knowledge of current methods, materials, and repertories available in various fields and levels of music education appropriate to the teaching specialization.
BME.3.5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations.
BME.3.6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum.

The above competencies are evaluated through the passing of courses including course work and examinations, applied music juries, recitals, public performances, proficiency tests, portfolios, and observation of student teaching. Self-evaluation is encouraged through experiential music activities with peers and mentors.

Rhode Island Professional Teaching Standards (Standards Required of Graduates Receiving the B.M. Degree in Music Education) (See MUS ED RIPTS MAP in Appendix)

Standard 1.
Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.
Teachers...
1.1   reflect a variety of academic, social, and cultural experiences in their teaching
1.2   use a broad knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
1.3   exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
1.4   facilitate student involvement in the school and wider communities

Standard 2.
Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content they teach.
Teachers...
2.1   know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting
2.2   design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards
2.3   select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
2.4   engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
2.5   represent and use differing viewpoints, theories and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

Standard 3.
Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Teachers...
3.1   understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
3.2   design instruction that meets the current cognitive, social, and personal needs of their students.
3.3   create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

Standard 4.
Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
Teachers...
4.1   design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
4.2   use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
4.3   seek information about the impact of students' specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
4.4   make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP's), or other approved school-based individualized learning plans (ILPS's)

Standard 5.
Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, and performance skills, and literacy across content areas.
Teachers...
5.1   design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
5.2   pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
5.3   make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
5.4   engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
5.5   use tasks that engage students in exploration, discovery, and hands-on activities

Standard 6.
Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
Teachers...
6.1   use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
6.2   establish a safe and secure and nurturing learning environment that supports the active engagement of all students
6.3   provide and structure the time necessary to explore important concepts and ideas
6.5   help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
6.6   create learning groups in which students learn to work collaboratively and independently
6.7   communicate clear expectations for achievement that allow students to take responsibility for their own learning

Standard 7.
Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.
Teachers...
7.1   work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
7.2   develop relationships with students and their families to support learning
7.3   understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

Standard 8.
Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Teachers...

8.1   use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering counter examples) to engage students in learning

8.2   use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning.

8.3   use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school

8.4   emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction

8.5   seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

Standard 9.

Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

Teachers...

9.1   select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments

9.2   identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted

9.3   systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement

9.4   provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning

9.5   use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals

9.6   maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues

9.7   use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

Standard 10.

Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

Teachers...

10.1   solicit feedback from students, families, and colleagues to reflect on and improve their own teaching

10.2   explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning

10.3   take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers

10.4   take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

Standard 11.

Teachers maintain professional standards guided by legal and ethical principles.

Teachers...

11.1   maintain standards that require them to act in the best interest and needs of students.

11.2   follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families

11.3   follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/guardians', and teachers' rights and responsibilities

11.4   interact with students, colleagues, parents, and others in a professional manner that is fair and equitable

11.5   are guided by codes of professional conduct adopted by their professional organizations

The above standards are evaluated through the passing of courses including course work and examinations, applied music juries, recitals, public performances, proficiency tests, portfolios, and observation of student teaching. Self-evaluation is encouraged through experiential music activities with peers and mentors.

ORANIZATIONS AND COMMITTEES

PI KAPPA LAMBDA - NATIONAL MUSIC HONOR SOCIETY

The Music Department sponsors the *Zeta Upsilon* Chapter of *Pi Kappa Lambda*, the only music honor society recognized by the Association of College Honor Societies. It is dedicated to fostering scholarly interest in the theoretical and historical aspects of music, and the pursuit of achievement in performance, composition, music education, and research. *Pi Kappa Lambda* today has over 250 chapters and has in its 90-year history initiated approximately 60,000 musicians into membership. See the President or http://pikappalambda.capital.edu/ for further information.

COLLEGIATE CHAPTER OF NAfME – THE NATIONAL ASSOCIATION FOR MUSIC EDUCATORS

This national organization is the leader in the field of music education in the United States. It is a professional group to which all aspiring educators of music should belong. The URI Collegiate Chapter is an important student organization in the Music Department, and all music majors are encouraged to become members. After paying the membership fee, students receive copies of state and national journals, a valuable source of information concerning developments and activities in the field of music education. Officers are elected and committees set up each year in the collegiate chapter, which sponsors many events, workshops, trips, etc., for the benefit of its members and the whole Department. Information concerning membership is given out at the beginning of each academic year. For more information contact the Chapter's student officers or the faculty advisor.

KAPPA KAPPA PSI **and** *TAU BETA SIGMA*

These are two national honorary band fraternity and sorority organizations. The URI chapters have the following purposes: (1) to promote the existence and welfare of the collegiate bands and to create a respect and appreciation for band activities and achievements everywhere, (2) to honor outstanding members of the bands through privileged membership and recognition of musical achievement, demonstrated leadership, and enthusiastic approach to band activities, (3) to develop leadership through active participation with the band, and through it, to strengthen those traits of conduct, thought, and idealism which characterize responsible membership, (4) to encourage a close relationship among collegiate bands and promote meaningful and worthwhile social experiences for all engaged in collegiate band work, and (5) to cooperate with other musical organizations and societies. Students must be enrolled in credited band organizations throughout the academic year to be eligible for active membership in either of these two organizations. For more information contact the faculty advisors.

AMERICAN CHORAL DIRECTORS ASSOCIATION STUDENT CHAPTER

The ACDA is a national organization devoted to improving the quality and knowledge of choral music and performance. All URI music majors and minors interested in choral music are encouraged to join. The membership fee guarantees that a student will receive the national and regional journals as well as the newsletter designed specifically for student members. Membership also guarantees reduced registration fees to all ACDA regional and national conventions, and provides opportunities for scholarships and master classes. Please contact the faculty advisor for further information.

DEPARTMENTAL COMMITTEES

Each committee is made up of faculty members.

Undergraduate Curriculum and Academic Standards Committee. The Undergraduate Curriculum and Academic Standards Committee considers proposals for new courses and curriculum changes in areas of undergraduate study, including both the B.M. and B.A. programs. It considers all curriculum-connected undergraduate student petitions. It makes recommendations to improve and enforce Department academic standards.

Graduate Studies Committee. The Graduate Studies Committee formulates and considers proposals for new courses and curriculum changes in areas of graduate study. It considers all curriculum-connected graduate student petitions. It formulates graduate admissions policies and academic standards, and evaluates all potential candidates for admission into the graduate program in music. The committee administers and evaluates graduate placement, qualifying, and comprehensive examinations. The committee is normally chaired by the Department's Director of Graduate Studies.

Undergraduate Recruitment and Scholarship Committee. The Recruitment and Scholarship Committee actively recruits potential undergraduate music majors through sponsorship of special recruitment events and the holding of auditions for scholarships. The Committee administers the Department scholarship system, recommends awards for music majors, and acceptability into undergraduate degree programs in music.

Visibility Committee. The Visibility Committee expands the reach of the department in promoting the work of students, faculty and alumni to the University, local community, state and nation through print and digital materials.

STUDENT COMMITTEE

Student Advisory Committee. The Student Advisory Committee consists of five music majors elected annually by the student body of the Department to serve as an advisory group to the Department Chair. One of these majors should be a graduate student. The committee meets monthly with the Chair and expresses ideas and concerns, which originate within the student body. The heads of the URI Collegiate Chapters of MENC and ACDA, *Kappa Kappa Psi*, and *Tau Beta Sigma* (or designated representatives) also serve on this committee.