

## Section 1- Introduction

### Mission Statement:

The mission of the Richland College Music Department is *to provide a comprehensive collegiate music education and experience for music majors, minors, and participants from the greater community and abroad.* Performing ensembles, applied private lessons, and academic lecture and laboratory classes comprise the various types of music instruction at Richland College designed to accomplish the following goals:

1. Serve as the **first two years of the four-year Bachelor's Degree in Music**
2. **Prepare transfer-track music majors** for the transfer audition as well as advanced university musical studies
3. **Build fundamental skills in total musicianship** for the active multi-skilled music professional
4. **Enrich the general student population** by fostering abilities as educated creators and/or consumers of music.
5. **Enhance the Richland campus life** with a consistent program of quality musical performances
6. **Provide creative outlets** to serve the global community's lifelong learning needs
7. **Teach and model professional and personal leadership** and life skills for building the complete person

### Philosophy:

#### *Comprehensive Quality*

The Richland College Music Department works to serve the needs of its students, college, and community by providing **high quality musical opportunities for both traditional and non-traditional students** with various types of preparatory settings: *Performing Ensembles, Courses in theory, literature, technology, composition; Course Components of music education, conducting, business; Recital and Concert Series experiences; Guest artists, conductors, clinicians; Travel experiences; Different styles/genres of music included in study.*

#### *First Two Years of the Four-Year Bachelor's Degree*

For music majors and minors, the Richland College Music Department degree plan is intended to be *"the first two years of the four-year Bachelor's Degree Music experience."* This means that upon transferring, Richland Music Graduates who have earned their Associate's Degree in Music should have experienced the same level of music course work and be a true junior college music major with equivalent skills and competencies on level with juniors or 3<sup>rd</sup> year level students at any four-year university in the nation.

#### *Music Market Preparation with Total Musicianship*

The college music degree is designed to provide students with the ability to have the fullest music career possible and meet the demands of the music market. **Being able to achieve a certain minimum level of competency with performing, teaching, composing, improvising, conducting, marketing, history, theory, etc. is the ultimate goal of the Associate's Degree** before one goes on to specialize in a particular music field in upper level university study. Richland Music Faculty are committed to building the total musician by advancing music fundamentals in all areas of music. Richland students should be prepared to perform in practical professional situations at the completion of their Richland music experience.

## Philosophy (continued)

### *Intensive Transfer Audition Preparation*

The Transfer Audition for admission and scholarship into 4-year university music departments is the most important successive step past the Associate Degree in Music for music majors. Therefore, *consistent ongoing preparation for the Transfer Audition throughout the Associate Degree work is vital for the music major and a much higher priority than many other educational elements due to the nature of scholarship awards and the competitive music audition.* The admission of music students and award of music scholarships by a university music department are events *independent* of general admission to a university from an admissions office. Since a student can be accepted by a university's general admissions office and concurrently denied admission by that same university's music department for performance reasons, it is essential that Richland transfer-track music students are fully prepared to audition at several colleges with full ongoing audition preparation as their priority throughout their time at Richland, knowing that Richland courses will transfer in credits and skills.

### *Teaching Personal Leadership*

Music educators at all levels have known for decades that **life skills are taught in all music courses** and performing ensembles. Personal leadership that is taught and modeled in the Richland College Music Department includes skills such as organization, clear thinking, sequential learning, and excellent equipment care. Students should be able to obtain confidence from their experiences and come to understand the principle of "Enjoyment through Achievement."

Students should learn and exercise **the 10 characteristics of the role model Richland music student:** *discipline, personal responsibility, leadership, flexibility, commitment, resourcefulness, good character, common sense, professionalism, and a sense of urgency.*

Students should also realize **the best reasons to be active in the Richland Music Department:** *play instruments and/or sing for aesthetic satisfaction, pursue excellence as an excellent person, earn a degree.*

### **Department Profile:**

**Enrollments:** The Richland College Music Department has approximately 1800 enrollments a semester in Fall and Spring terms and approximately 500 enrollments in May and Summer terms.

**Performing Ensembles:** There are over 18 instrumental and choral performing ensembles in symphonic, jazz, and world music.

**Faculty:** There are 27 full-time and adjunct music faculty and 2 department administrators. All have at least a Master's Degree in music and are significant performers, clinicians, adjudicators, composers, authors, and professionals in various music fields outside of Richland College.

**Course Offerings:** Richland College offers *performing ensembles, applied lessons, and lecture and laboratory classes* with respect to all fields of music.

### **Degree offered:** *Associate Degree in Arts with a Field of Study in Music*

Currently, the Department of Music at Richland College offers a diverse degree in music that allows the student to study the arts and sciences in general as an enhancement to the standard music degree. Courses in the *Academic Core* and the *Music Core* are built into the degree plan and provide a foundation for total arts training that a musician needs in order to have a balanced perspective in his or her field. Both the Music Core and the Academic Core are begun at the same time and carried through the entire degree plan.

## Section 2- Leadership and Structure

### Music Department Leadership

The Richland College Music Department has a full faculty with all main areas of music represented. Students need to see Derrick Logozzo or Melissa Logan for music department issues. Both are available year-round through all academic terms. Below is a list of music department personnel and their responsibilities:

**Derrick Logozzo:** Department Chair of Music, Director of Instrumental Music, Administrator  
Office F148, 972.238.6254, [derricklogozzo@dcccd.edu](mailto:derricklogozzo@dcccd.edu)

- Instrumental Studies Director: All Instrumental Ensembles and Courses, Instrumental Curriculum
- Advising and Enrollment for instrumental music students (woodwinds, brass, strings, piano, percussion)
- Concert and Recital managing for all instrumental ensembles and soloists, guest artists
- Richland Instrument Collection and related Facilities managing
- Recruiting and Audition programs and appointments
- Director and Conductor of Richland Wind Symphony, Big Band Jazz Ensemble, Percussion Group, Steel Bands
- Director and Professor of Percussion, Drum Set, & Conducting Studies
- Carnival of Steel Festival Host
- Music Scholarship Chair
- Jury Scheduling and Facilitation
- Music Student Staff Supervisor

### Full-Time Faculty

**Melissa Logan:** Coordinator of Choral Music, Music Faculty member

Office F174, 972.238.6284, [melissalogan@dcccd.edu](mailto:melissalogan@dcccd.edu)

- Choral Studies Director: All Choral Ensembles and Courses, Vocal Curriculum
- Advising and Enrollment for vocal students
- Recital Series facilitator
- Director and Conductor of Richland Chamber Singers, La Vox Femina, RichMen, Chorus, and Jazz Singers
- Director of Vocal Studies

**Omar Surillo:** Lead Music Theory Instructor, Lead Recording Arts Instructor, Applied Piano-Applied Guitar Instructor, Composition Seminar Director, Music Dept. Event Recording Technician  
Office F291, 972.238.6158, [OmarSurillo@dcccd.edu](mailto:OmarSurillo@dcccd.edu)

**Dr. Abel Rodriguez:** String Orchestra & Chamber Strings Ensembles Director, Music Theory, Class Piano, Applied Strings Instructor  
Office F231, 972.238.6304, [HumbertoRodriguez@dcccd.edu](mailto:HumbertoRodriguez@dcccd.edu)

### Adjunct Faculty

#### VOCAL

**Beverly Griffin-Dyer**  
**Rachel Moon**  
**Natalie Arduino**

Class Voice, Applied Voice, Voice Masterclass, Opera  
Applied Voice, Voice Masterclass  
Applied Voice, Diction, Opera Workshop

**Robert Brooks**  
**Shannon Talley-Crowder**  
**Myles Pinder**

Applied Voice  
Applied Voice  
Applied Voice

#### INSTRUMENTAL

##### Brass

**Dr. Jared Hunt**  
**Mathew Croft**  
**Dr. Seth Vatt**  
**Christian Paarup**  
**Woodwinds**  
**Sharon Deuby**  
**Kelly Diaz**  
**Jorge Cruz**  
**Ron Jones**  
**Brandon Kelley**  
**Lance Sanford**

Trumpet, Chamber Brass  
French Horn  
Low Brass  
Low Brass

Clarinet  
Oboe  
Bassoon  
Jazz Ensemble, Fusion Band, Jazz Improv, Saxophone  
Saxophone  
Flute

##### Non-Orchestral Strings

**James Driscoll**  
**Roger Fraten**  
**Dr. Abel Rodriguez**  
**Joe Lee**  
**Jan Ryberg**  
**Paul LeBlanc**  
**Omar Surillo**  
**Leah Greenfield-Fritz**  
**Brenton Caldwell**

Electric Bass & Jazz & Classical Guitar  
Double Bass  
Cello  
Jazz Guitar, Classical Guitar  
Guitar Ens./Class, Classical/Jazz Guitar  
Classical & Jazz Guitar  
Jazz & Classical Guitar  
Violin and Viola  
Viola

##### Percussion/Drum Set

**Derrick Logozzo**  
**William Klymus**

Applied Percussion/Drum Set, & Ensembles, Steel Bands  
Applied Percussion/Drum Set

##### Piano

**Camille Fu**  
**Omar Surillo**  
**Boriana Savova**  
**Brad Williams**  
**Andrew Grein**  
**Cassie McCampbell**

Class Piano, Applied Piano  
Applied Piano  
Applied Piano  
Applied Piano (Jazz & Classical)  
Class Piano, Applied Piano  
Applied Piano

##### MUSIC CORE LECTURE CLASSES

**Omar Surillo**  
**Dr. Abel Rodriguez**

Music Theory & Musicianship  
Music Theory & Musicianship

**Cassie McCampbell**  
**Nick Bober**  
**Sharon Deuby**  
**Diane Hilbert**  
**Melissa Logan**  
**Omar Surillo**

Music Appreciation  
Music Appreciation  
Music Appreciation  
Music Appreciation  
Music Appreciation  
Music Technology/Recording Arts

## Music Department Areas

The Richland College Music Department has various offerings that provide each student with a comprehensive experience. Below is a list of areas of study and performing ensembles with brief descriptions of each.

### Instrumental Area:

#### Symphonic

**Wind Symphony:** Richland's symphonic band that performs band and orchestra literature from all periods

**Orchestra:** Richland's string ensemble that performs symphonic and chamber orchestral literature from various periods

**Chamber Woodwinds:** Medium to small woodwind ensemble performing chamber literature from various woodwind arrangement collections and woodwind quintet repertoire.

**Chamber Brass:** Medium to small brass choir performing chamber literature from various brass quintet and ensemble collections.

**Chamber Strings:** Medium to small string group performing string quartet literature as well as other configurations from string repertoire.

**Chamber Percussion:** Large to small classical and contemporary percussion ensemble groups that perform various musical styles from all periods.

#### Jazz

**Big Bands:** 10-30 piece jazz ensembles that read and perform charts from the Big Band era to contemporary jazz periods.

**Combos:** Small chamber jazz groups that perform traditional to contemporary be-bop and standard jazz repertoire with a focus on improvisation.

**Fusion Band:** A chamber jazz group with a focus on the music of contemporary jazz music that fuses funk, world, and jazz styles together in one setting.

#### World

**Steel Bands:** Steel drum groups that perform music from the Caribbean as well as many other styles and traditions.

**World Drumming Ensemble:** Hand drumming group that performs the rhythms of Africa and the Middle East with a collection of different authentic drum voices.

#### Specialty Instrument Areas

**Guitar Ensemble:** Performing ensemble of over 30 guitarists playing Classical to modern selections in large to small settings.

**Percussion Studies:** Encompasses many ensembles and solo instruments in orchestral, keyboard, drum set, and world music areas

**Piano Studies:** Includes piano classes and applied lessons in several levels with a sequential curriculum for functional piano. Classical and contemporary piano styles are included.

### Choral Area:

#### Symphonic

**Chamber Singers:** A select mixed choir of experienced singers interested in a wide variety of musical styles presented in the large ensemble setting.

**La Vox Femina:** A female-exclusive choral ensemble that performs many classic choral works.

**RichMen:** Richland's newest choral ensemble for male singers that sings classic and contemporary works.

**Jazz Singers:** A select group that explores the world of vocal jazz in a choral setting.

**Opera Workshop:** A select group that learns and performs opera scenes from the great operatic works



## Music Department Areas (continued)

### Lecture & Laboratory Courses:

**Music Theory & Musicianship:** Courses set in 6 levels of sequential curriculum that teach students to recognize and understand the components parts of music from all periods and many styles. 2 levels are pre-college developmental theory (Foundations of Music 1 and 2) and the next four are college levels broken into two classes per level (Theory 1-4 and Musicianship 1-4). Theory focuses on written skills and Musicianship focuses on aural skills.

**Music Literature:** Courses that survey Western tonal music in several periods through two courses by engaging students in listening sessions during which music is analyzed and discussed.

**Composition:** Course that teaches students to create and assemble musical ideas in various styles. Techniques of past composers are analyzed and discussed for reference. Students have select works performed on an end-of-the-semester concert.

**Music Appreciation:** Course that surveys all general aspects of music and its life functions with the intention of developing awareness and appreciation of music history and style.

### Music Production, Engineering, Technology and Recording Arts

**(MIDI, Pro Tools):** Courses that teach technology history, recording techniques, and current innovations in sound technology. Learning to record pieces, produce traditional and digital compositions, and use miking techniques are the key skills in this area.

**Music Business:** Course that teaches a survey of practices from the Music Industry and every career within the music field.

### Music Department Website and Promotional Video:

The Richland College Music Department utilizes a professional web page to present online all of its offerings. The address is [www.richlandcollege.edu/music](http://www.richlandcollege.edu/music). Students may access the site constantly and will be notified of any announcements or documents that may be added for future purposes.

The professionally produced Richland College Music Department Promotional Video, *Learn and Perform*, is viewable online at the department website and exists to showcase all major areas and aspects of the department to interested prospective students, their parents, and music teachers as well as outside groups and businesses music wishing to participate with Richland Music. The address is [www.richlandcollege.edu/music](http://www.richlandcollege.edu/music).

## Degree Plan Information:

**Degree Plan:** *A Degree Plan is the document that lists all required courses for the specific Associate Degree that a student is pursuing. It lists the specific major, the courses needed to complete it entirely, and the number of credits required for each area of courses.*

- **The Richland College Music Department Advising Packet** contains the Associate's in **Music Degree Plan**. The Degree name is Associate's Degree in Arts with a Field of Study in Music. Students may obtain this packet from Derrick Logozzo or Melissa Logan. *See below for the basic Music Degree Plan also.*
- Additionally, you will find a copy of this online at [www.richlandcollege.edu/graduation](http://www.richlandcollege.edu/graduation).

**NOTE:** Any Degree Plan information found online may not include all Richland College Music Department requirements and required courses. Students will only get the complete set of requirements from the music advisors.

**Semester Course Sequences:** The Advising Packet also contains a chart of a *suggested term to term plan for the entire Associate's in Music Degree Plan* so that the student can see how to lay out the course work throughout the entire degree. Proper planning means seeing how to get to the end of the Plan with good pacing. The Music Advisors help students do this in the Advising meetings.

**Filing a Degree Plan:** In order to graduate and receive the Associate's Degree document or diploma, students must file a degree plan as they are completing the course work that declares their major and the specific Associate's that they are to receive. The most current and complete information for this process can best be found online at [www.richlandcollege.edu/graduation](http://www.richlandcollege.edu/graduation). *This should be done by the end of the first year of college at Richland* at the latest or as soon as a student is sure of their major degree program.

### Steps

1. Student completes "**Degree Plan Request**" form.
2. Student submits official college transcripts from each college attended other than the DCCCD to Admissions and Student Records Office.
3. Upon receipt of the "Degree Plan Request" form and Official Transcripts from all previously attended colleges and universities, the Admissions and Student Records Office will process the degree plan.
4. Completed degree plan is emailed and/or mailed to student.

For additional information, students may call (972)-238-6106. The Admissions and Student Records Office is located in Thunderduck Hall, T170.

### **Associate Degree Completion: Future Importance**

Richland College music majors need to realize that *completing the Associate's Degree in Music is the best way to ensure that the four-year receiving college or university will ask for very few courses, if any, to be repeated* before doing upper level study in the Bachelor's Music Degree. Transferring early before all music core and academic core courses are completed at Richland will cause a student to undergo a higher number of requirements and significantly higher costs. It is strongly encouraged that a student finish the Associate's Degree at Richland in whatever time is needed before transferring to the four-year institution. **The Associate's Degree can then act as a "protective shell."**

## Degree Plan Information (continued)

**Graduation Process:** In order to graduate in that a student can attend commencement and/or receive their diploma after the degree plan is filed, there are some steps to follow. The most current and complete information for this process is found online at [www.richlandcollege.edu/graduation](http://www.richlandcollege.edu/graduation).

### Steps

1. Check to see that all TSI, degree/certificate, and graduation requirements have been met with the appropriate music advisor in a meeting.
2. Upon clearance from the music advisor, students should apply for graduation by filling out the **Graduation Application** and turning it in to the campus Registrar's Office 2 to 3 months prior to the anticipated commencement ceremony date.

### **\*Richland "Elevated Standard" for Transfer-track Music Majors:**

As each DCCCD college is independently accredited, every department's faculty has the ability to raise standards for program requirements to help students be competitive with current trends and common practices.

The Richland College Music Faculty has designed a curriculum with standards that are consistent with current trends in US university collegiate music education and in the professional music fields. This "**Elevated Standard**" is one that expects transfer-track music majors to complete music requirements consistent with those in the first two years of the Bachelor's Music Degree at most any four-year US college or university music department.

**Richland College music majors need to understand the following points to be most successful past their Associate's Degree work at Richland:**

- The DCCCD **Degree Minimums for Music** are different than the Richland College **Skill Minimums** for transferable music major degree work.
- **A Richland music major must enroll in 2 or more credits of Applied Private Lessons per semester** in order to be fully prepared for the Transfer Audition as well as university study as a college junior or senior. It is also strongly recommended that private lessons be taken year-round for the most development to occur during the Associate Degree work. *The current trend* that has existed for at least over 30 years is a US music major taking 2 to 4 credits in private lessons each Fall and Spring semester throughout the entire Bachelor's Music Degree with various credits also being taken in the Summer terms.
- **A Richland music major must enroll in 2 or more performing ensembles per semester** in order to be fully prepared for the Transfer Audition as well as university study as a college junior or senior. *The current trend* that has existed for at least over 30 years is a US music major taking 2 or more performing ensembles each Fall and Spring semesters through the entire Bachelor's Music Degree with various credits also being taken in the Summer terms.
- Upon transferring to a four-year college, music majors will have to take **proficiency tests in piano and music theory** although they may have completed all of the piano and theory levels at Richland. This means that the intensity of preparation needs to be sufficient for successful comprehension and demonstration of skills at the receiving institution.

## Section 4 – Courses

### The Cores: *Music Core* and *Academic Core*

**Music Core:** The Music Core at Richland College is the base level of freshman and sophomore college music courses in all standard music competencies that must be started at the beginning of the Associate's Degree in Music and completed before transfer to a 4-year institution for the highest level of success.

- **The Music Core exists at all accredited two and four-year college and university music departments** in the United States as the standard first half of the Bachelor's Degree in Music.
- **All music majors, regardless of music concentration or field are required to complete the Music Core** at all accredited colleges and universities.
- **The Music Core exists to build the fundamental musician** with the core set of skills for the music professional to be the most adaptive and competitive in the music market.
- **Its history is relative to the Classical composers** who could perform, teach, compose, sell and do most anything in music to have a full career.
- **It contains:** *Music Theory and Musicianship (Aural Skills), Piano, Applied Private Lessons, Performing Ensembles, Music Literature, Recital Class.*
- **Richland College music majors normally enroll in 14 to 18 credits of courses** in each Fall and Spring semester with 9 to 12 of those credits being Music Core courses. This is essential for music majors to be successful in Transfer Auditions and music skill development for transfer university study. They often take courses in Winter term, May term, and Summer 1 and 2 terms as well to complete more course requirements outside of the busy Fall and Spring terms.
- **The Music Core can be used to enhance** any music minor or participant's music education through individualized course selection.

**Academic Core:** The Academic Core at Richland College is the base level of freshman and sophomore standard academic college area courses that provide one with continued study in all main areas of education including: *English & Communications, Quantitative Reasoning, Lab Sciences, and Social Sciences.*

- **Approximately 10-13 College Level required courses in these areas exist** as well as a range of **Pre-college Developmental courses** in reading, writing, and math.
- Standardized tests are used for every student upon entrance to Richland to ensure college-level readiness.
- **The Academic Core should be started at the beginning of the Associate's Degree in Music.**
- **Music majors should utilize all 6 terms per year** of their education as opportunities to complete Academic Core courses.
- **Music majors normally in 1 to 3 Academic Core courses** in each Fall and Spring semester and 1 to 2 in each Summer term, May term, or Winter term.
- **The Academic Core consumes less** of the music major's schedule if the student is to be successful with proper Transfer Audition and Music course skill preparation.
- **Richland College students need to complete** the EDUC 1300 course within the first 12 credit hours of college course work.
- **Richland College students need to** either pass a **Computer Literacy Test** or take a computer literacy course within the first 12 credit hours of college course work.

## The Cores (continued)

**Music Core Completion:** The music major takes all 5 areas of the Music Core during each Fall and Spring semester for continuous successive sequence of study. Supplemental study occurs in 2 areas normally during the Summer terms. See below for the levels and pacing of each:

- **Music Theory and Musicianship (Aural Skills)**

*Fundamentals of Music:* Pre-College Developmental Levels, 2 semesters (Aural and Written Skills)  
*Music Theory 1-4:* College Level, 1 semester each (Written Skills)  
*Musicianship 1-4:* College Level, 1 semester each (Aural Skills), co-required with Music Theory 1-4

- **Piano (Functional Skills)**

*Class Piano 1* (Developmental section): Pre-College Developmental Level, 1 semester, Focusing on basic technique and reading  
*Class Piano 1-4:* Functional College Level for Music Majors, 1 semester each (focusing on technique, reading, harmonization, improvisation, accompanying, sight-reading, and sight-harmonization)

- **Applied Private Lessons**

**Concentration:** *Applied Instruments, Applied Voice:* 6-semester Curriculum, Pre-College Developmental A & B Levels, 1 semester each  
 College Levels 1-4, 1 semester each

\*\*Music majors are to take the 2-credit hour lessons each semester on their concentration instrument/voice.

\*\*All students are placed by the studio teacher at the beginning of each term on the appropriate level in the curriculum.

**Secondary Areas:** All Applied Courses are to be used for necessary secondary areas in the following manner:

**Percussionists:** All percussion concentration music majors are to be enrolled in Applied Percussion and Applied Drum set during each Fall and Spring semester throughout their Associate's Degree work. Summer study is needed as well.

**Guitarists:** All guitar concentration music majors should enroll in Classical and Jazz Guitar sections for at least 2 terms.

**Bassists:** All double bass and electric bass concentration music majors should enroll in both Applied bass courses for at least 2 terms.

**Pianists:** All piano concentration music majors should enroll in both traditional and Jazz Applied piano sections for at least 2 terms.

- **Performing Ensembles**

- Richland College music majors are to take at least 2 ensembles per Fall and Spring semester with a pairing of 1 large and 1 small ensemble minimum where opportunities exist.
- Over 18 Instrumental and Choral ensembles exist at Richland that perform regularly.

- **Recital Class./Music Literature**

*Recital:* Taken each semester, Co-requirement of Applied Private Lessons, Focus is performance observation of professional and student groups and soloists.

*Music Literature:* 2 College Levels, 1 semester each, Focus on music history through historical compositions in different periods



## Music Course Requirements and Suggested Sequences

**Richland College Music Course Requirements:** Below is a list of requirements for music course enrollments. There are co-requisites, pre-requisites and entering ability levels needed for various music courses to be legitimately enrolled.

- **Vocal Majors:**
  1. must enroll in **Vocal Studio Master class** with enrollment in any Vocal Applied Lessons
  2. must enroll in **Diction** each semester
  3. must enroll in a **Vocal Ensemble** with enrollment in any Vocal Applied Lessons
- **Instrumental Majors:**
  1. must enroll in an **instrumental ensemble** with enrollment in any Applied Instrumental Lessons.
  2. must enroll in **Wind Symphony, String Orchestra, and/or Jazz Ensemble** with enrollment in **Chamber Ensemble**. (Woodwinds, Brass, String, and Percussion instrumentalists)
- **Percussion Majors:**
  1. should be enrolled in **Applied Percussion Lessons and Drum Set Lessons** each semester throughout the music degree unless granted exception by the Director of Instrumental Music.
  2. should be enrolled in **Chamber Ensemble** each semester throughout the music degree unless granted exception by the Director of Instrumental Music.
- **All Music Majors:**
  1. must enroll in **Recital Attendance** with enrollment in any Applied Lessons.
  2. should be enrolled in **Applied Lessons and at least 1 ensemble** each semester throughout the music degree.
  3. should be enrolled in **Class Piano or Applied Piano Lessons** each semester throughout the music degree. These credit hours reduce the Academic Core Science requirement by 4 credit hours while significantly increasing this essential musical competency.
- **All Music Minors and Music Participants:**
  1. must enroll in **Recital Attendance** with enrollment in any Applied Lessons.
  2. must enroll in **at least 1 ensemble** with enrollment in any Applied Lessons.
- **For all in the Music Theory Courses:**
  1. All must take the **corresponding Musicianship course** with any Music Theory course.
  2. Students must be placed in the Music Theory Course Sequence by a music advisor with consultation from the Lead Theory Instructor.
- **For all in the Class Piano Courses:**
  1. **Class Piano 1, Developmental section**, is for students who do not read sheet music.
  2. Students must be placed in the Piano Course Sequence by a music advisor with possible consultation from the piano faculty.

## Music Course Requirements and Suggested Sequences (continued)

**Music Course Sequences:** Music majors should plan out their degree work to graduation before beginning their work in order to check for *proper pacing*. A music advisor can assist with this. See the suggested music major course sequence below for an example of how one can lay out the music degree for each term to complete it with **Richland Skill Minimums** in mind for the best success. (Refer to Section 3 for the Music Degree Plan List.)

**\*\*Listed recommendations are for traditional entering college freshman who are to be full-time music majors.**

### YEAR 1

#### Summer 1 Term: 4-5 Credits, 2 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Foundations 1	MUSI 1300 8001	3	9:50-12 M,T,W,TH,F
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	1 or 2	TBA

#### Summer 2 Term: 4-5 Credits, 2 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Foundations 2	MUSI 1304 8001	3	9:50-12 M,T,W,TH
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	1 or 2	TBA

#### Fall Semester 1: 16 Credits, 9 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Music Theory 1	MUSI 1311 8001	3	9:05-10 M,W,F
MUSIC CORE: Music Theory/Aural Skills	Musicianship 1	MUSI 1116 8001	1	9:30-10:50 T, TH
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	2	TBA [60-Minute Meeting per wk.]
MUSIC CORE: Piano	Piano Class 1	MUSI 1181 8001	1	10:10-11:05 M, W
MUSIC CORE: Large Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Chamber Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Recital	Recital Attendance	MUSI 9176 8001	1	12:30-1:30 T
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.

#### Spring Semester 2: 16 Credits, 9 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Music Theory 2	MUSI 1312 8001	3	9:05-10 M, W, F
MUSIC CORE: Music Theory/Aural Skills	Musicianship 2	MUSI 1117 8001	1	9:30-10:50 T, TH
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	2	TBA [60-Minute Meeting per wk.]
MUSIC CORE: Piano	Piano Class 2	MUSI 1182 8001	1	9:05-10 M,W,F
MUSIC CORE: Large Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Chamber Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Recital	Recital Attendance	MUSI 9176 8001	1	12:30-1:30 T
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.

## Music Course Requirements and Suggested Sequences (continued)

### Music Course Sequences (continued):

#### YEAR 2

#### Summer 1 Term: 5-6 Credits, 2 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	1 or 2	TBA
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	4	Depends on selection. 3-4 hours a week.

#### Summer 2 Term: 9-10 Credits, 3 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	1 or 2	TBA
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	4	Depends on selection. 3-4 hours a week.

#### Fall Semester 3: 16 Credits, 9 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Music Theory 3	MUSI 2311 8001	3	8-8:55 M, W, F
MUSIC CORE: Music Theory/Aural Skills	Musicianship 3	MUSI 2116 8001	1	8-9:20 T, TH
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	2	TBA [60-Minute Meeting per wk.]
MUSIC CORE: Piano	Piano Class 3	MUSI 2181 8001	1	9:05-10 T, TH
MUSIC CORE: Large Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Chamber Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Recital	Recital Attendance	MUSI 9176 8001	1	12:30-1:30 T
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.

#### Spring Semester 4: 16 Credits, 9 Courses

Course Type	Course Title	Course ID	Credit Hours	Weekly Schedule
MUSIC CORE: Music Theory/Aural Skills	Music Theory 4	MUSI 2312 8001	3	8-8:55 M, W, F
MUSIC CORE: Music Theory/Aural Skills	Musicianship 4	MUSI 2117 8001	1	8-9:20 T, TH
MUSIC CORE: Major Instrument/Voice Lessons	Applied	MUAP (depends on instr/voice)	2	TBA [60-Minute Meeting per wk.]
MUSIC CORE: Piano	Piano Class 4	MUSI 2182 8001	1	
MUSIC CORE: Large Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Chamber Ensembles	Instrumental/Vocal Depends on needs	MUEN Depends on needs	1	Depends on selection. 3 hours a week.
MUSIC CORE: Recital	Recital Attendance	MUSI 9176 8001	1	12:30-1:30 T
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.
ACADEMIC CORE:	Depends on needs & Placement Exams	Depends on needs & Placement Exams	3	Depends on selection. 3-4 hours a week.

## Applied Private Lessons: Policies and Procedures

**Purposes:** The Private Lessons Courses in a college music department serve to provide 1-on-1 instruction as a standard cornerstone in music education. Purposes include teaching the student:

- to perform as a **soloist** and as an **ensemble player** in various musical styles
- to teach as a **future music educator**
- to function in a **variety of professional situations**

**Lesson Content:** Richland College Private Lessons are to be geared for each individual student while assisting the student through instrumental/vocal competency levels required for Richland graduation as a music major. For music minors and participants, the lesson curriculum can involve portions of the music major curriculum and supplemental studies. *Common lesson components include:*

- **Technical Studies** from any of the 6 Levels: *Developmental A-B, College Levels 1-4*
- **Literature** based on concepts from the 6 Levels
- **Sightreading** based on skills developed from the 6 Levels
- **Listening** to related music and artists
- **Transcribing** examples of works showing style
- **Recording** excerpts or entire works of student performances
- **Evaluation** of student development over technical and musical studies

**Lesson Formats** used by the instructors may include:

- **Classic Preparation Style:** The student demonstrates preparation of weekly assignments
- **Master class:** The teacher assembles a group of students to perform for each other and receive feedback as well as concept presentations common to all students.
- **Technique-Focused:** The teacher and student study special technical concepts.
- **Mock Performance:** The student performs recital/audition literature in a setting modeled after real performance situations.

### Measurable Outcomes

- **Execution:** The student can execute the assigned materials at an appropriate level
- **Quantity of Material:** The student learned the assigned amount of materials
- **Practicality of Experience:** The assigned materials relate directly to musical situations.
- **Goal Achievement:** Curriculum has been learned in sequence and/or interest goals were achieved.

**Eligibility:** Due to the nature of private lesson purposes and funding at the college level, there are guidelines set by the music administration regarding student eligibility.

- **Students in Applied Private Lesson Courses during the Fall and Spring semesters must be concurrently enrolled in at least 1 Richland performing ensemble and the Recital Attendance class, MUSI 9176.** Exceptions may be granted by Derrick Logozzo or Melissa Logan.
- **Students in Applied Private Lesson Courses during the Summer semesters must be music majors and/or returning students** who will be enrolling in Richland music courses in the upcoming Fall semester. Exceptions may be granted.
- **Students wishing to enroll in secondary areas of private lessons may do so with permission of the music administrators.**
- **Vocal students taking private lessons must be enrolled in Richland's Voice Masterclass**, a Richland choral ensemble, and a Richland Diction course.
- **Private lessons are for experienced musicians** and not complete beginners.

## Applied Private Lessons (continued)

### Attendance and Scheduling Guidelines:

- **Students are to have 15 lessons with the 16<sup>th</sup> lesson being the jury/final exam in each term.**
- **Students are to communicate any attendance difficulties** with lessons as soon as they know them to the studio teacher.
- **Each studio teacher will have their specific guidelines** for attendance issues.
- **Students are to make up missed lessons** with the teacher for *excused absences* before the jury/final *or soon after as the teacher permits*.
- Regardless of student attendance, **the jury/final exam must be taken** unless exception is granted by the teacher and/or music administrators.
- **Scheduling for private lessons is usually done during the first week of the term** due to the finalization of rosters occurring late in the week before.
- **Teachers will contact the students on their rosters** and students may contact the teachers as well in order to schedule lessons.
- MUAP 1000 Courses are for **30-minute lesson slots**, MUAP 2000 Courses are for **60-minute lesson slots**. **Music majors need to take the 60-minute lesson slots in their primary area every semester.** Lesson slots may be grouped together to fit teacher and student schedules and curricular work.
- Students and teachers are to communicate with each other via **district email accounts** when using email.
- **Students are to be professional when communicating** with their teachers at all times.
- Students need to communicate with teachers about any late arrival times past the agreed lesson start times. It is suggested that students contact teachers immediately if they are going to be late.
- **Students will not be automatically excused from missed private lessons** because of scheduling make-up tests with other professors or forgetting lessons. Teacher discretion will be exercised.
- **Excessive rescheduling is to be avoided** whenever possible. Consistent weekly times are best.

### Lesson Locations:

- **Due to liability issues and funding, all Richland College Applied Private Lessons are to take place at Richland College in the Music Wing** and not at teacher homes, other studios, or any other academic institution, especially within the DCCCD. This is cause for immediate issue with all involved.
- **Practice rooms, class rooms, and ensemble rooms are all able to be used for lessons.** It is strongly recommended that lessons occur in the same place each time as the schedule in the Music Wing will allow.



## Juries: Policies and Procedures

**Content:** Juries are final performance exams for applied private lessons at the end of the semester that occur in front of a jury panel consisting of the full-time music faculty as well as the studio teacher of the student taking the jury.

- **These occur for Fall and Spring term applied lesson courses.** They do not occur in the Summer terms as applied teachers administer final performance exams in the final lesson of each term.
- **The juries/final exams for lessons include assigned literature with any specific technical patterns and/or sightreading of etudes.** Juries are NOT to include only technical patterns or exercises from a book without any music literature.
- **All jury materials are to be selected preferably at the beginning of the term or no later than 4 weeks before the jury date.**

### Scheduling Process:

- **Studio teachers are informed of the jury schedule and assign times to their students** within their blocks of times **during November or April.**
- **Studio teachers also select students for Dec. or May Honors Recitals** who will be using them as their jury and will NOT do an exam in the teachers' jury blocks.
- **The jury schedule is posted** around the Music Wing.

### Procedure:

- **Each student, dressed professionally, arrives to the jury room 15 minutes before** their assigned jury time ready to perform with all needed items.
- **The student enters the room, sets up, and performs** their jury materials as directed by their studio teacher. It is the responsibility of the student and the studio teacher to set all items for
- **The jury panel writes comments on the Jury Form during the performance.** *No verbal comments regarding instruction on the performance or other class work are made by any jury panel members before, during, or after the jury materials are played.*
- **The student completes the performance and exits the room.** No verbal comments by the student regarding the quality of the jury performance are to be made.
- **Jury Sheets:** The studio teacher of the students performing collects jury sheets at the conclusion of each student's performance and gives them back to the students after that teacher is finished for juries for the semester.

**Annual Dates:** Juries normally occur during the week before Finals Week in either Dec. or May of each Fall and Spring semester on **Wednesday, Thursday, and Friday** in rooms F170, F176, and Fannin Performance Hall, F102. *See postings in November and April for details.*

**Accompanists:** Students needing accompanists for their jury pieces need to follow some guidelines with their teachers to ensure success on the juries and Honors Recitals.

- **It is the student's responsibility to take care of all details** related to the use of an accompanist on any of their performances.
- **Students and studio teachers should plan out pieces for applied private lessons at the beginning of the semester** so that needs with accompanists can be determined very early.

## Juries (continued)

### Accompanists (continued)

- Students should contact accompanists no later than 4 weeks before the performance date with their needs and the accompaniment sheet music. Rehearsal dates and related details need to be established at that point. Earlier contact prior to this time is recommended.
- Students should have a minimum of 2 rehearsals with the accompanists before the performance date.
- Students who do not follow these guidelines will have to perform without an accompanist and be graded accordingly on their performance.
- Accompanists in the music department include: *Biliana Dimitrova, Boriana Savova, Linda Irwin, Brad Williams, Andrew Grein.*

**Musical Performance Grading Scale:** Students should keep in mind this basic scale to evaluate their own performances when working towards excellence. The Richland College Music Faculty utilize the following chart when making decisions on student performance standards and evaluations for grades:

- **Suggested Musical Performance Grading Scale and Criteria:**

**A=95-100**

- This performance challenges the listener's concept of the ideal.
- Professional in all aspects
- Comparable to the finest musical performances possible

**A=90-94**

- Technical execution is perceived as flawless.
- Performance is among the best, just not at the finest ideal level.

**B=89-80**

- All technical execution and phrasing is fluent.
- Minor issues in extreme ranges are present but rare.
- Moments of true artistic expression are frequent.

**C=79-70**

- Musical elements are performed confidently.
- Slight errors may occur.
- Maturity in dynamics and expression is fairly presented, though not constant.

**D=69-60**

- An awareness of accuracy is present, though frequent errors in musical elements and technical facility occur.

**F=59-0**

- There is a superficial level of preparation and slight presence fundamental technical skill.
- Wrong notes and rhythms are a constant distraction.
- The student may not have finished the piece.

**Continuing Education Courses:** *There are music courses that students can take without receiving college credit under certain circumstances* due to student status, goals, etc. **Traditional and non-traditional music students should always take music courses for credit** as they receive college credit for their work and funding goes completely to the Division and Department when this is done. However, non-traditional students may need to take the CE version of a course and that can be done with a music advisor, Derrick Logozzo or Melissa Logan.

**Concurrent Listings:** Below is a **SAMPLE** list of the courses that can be taken for credit or non-credit through CE.

<u>COURSE</u>	<u>CREDIT COURSE ID</u>
Wind Symphony	MUEN 1137 81001
Steel Band 1	MUEN 1135 81001
String Orchestra	MUEN 1136 81001
Jazz Ensemble	MUEN 1122 81001
Jazz Combo	MUEN 1123 81002
Fusion Band	MUEN 2123 81001
Women's Chorale	MUEN 2141 81001
Men's Chorale	MUEN 2141 81003
Recital	MUSI 9176 81001
Guitar Class 1	MUSI 1192 81001
Piano Class 1	MUSI 1181 81002

**Registration:** This occurs in the same way as all music registrations do- see a music advisor and it can be entered into the system with a billing receipt printed out in the instrumental or choral offices.

## Music Facilities (continued)

**Practice Room Policies:** As there are a limited number of practice spaces in any college music department, students need to follow guidelines on scheduling and usage in order to help each other have the necessary preparation time for applied lessons, performing ensembles, and auditions.

1. **PRACTICE ROOMS ARE ONLY FOR RICHLAND STUDENTS ENROLLED IN ONE OR MORE APPLIED, ENSEMBLE, THEORY, COMPOSITION, OR IMPROVISATION MUSIC CLASSES.** NO ONE ELSE IS TO BE IN THE RICHLAND PRACTICE ROOMS.
2. Due to current room availability and student numbers, any student enrolled in music classes may **only sign up for a maximum of 2-hrs per day total in the Richland practice rooms** with no simultaneous multiple reservations.
3. **The signed reserved time may be split between rooms** but can only total 2 hours per day. *We encourage more practicing than this,* but need room space for all music students to be able to reserve at least 1-2 hours each.
4. **Practicing may continue beyond a reserved time block if no one else comes in to practice.**
5. **Students may practice in other rooms without a reservation if no one else is using the room.**
6. **Richland College Applied Music Faculty take precedent** for lesson teaching over practicing.
7. **New sheets will be done every semester and reposted.** Sheets will be changed out during Finals week after Juries week.
8. **Forfeit of reserved time:** Students have until 10 min. past their reserved time to show up to their room before it is forfeited.

**If no one is in a room at the start of their practice time,** someone else can practice until they arrive. If they arrive at 11 or more min. past, the reservation is forfeited and the students can either work it out in some negotiable way, or the student who arrived first can continue practicing. But the student whose reservation was forfeited by arriving that late cannot demand the room.

**For any questions, see Derrick Logozzo.**

### Room Access Procedure:

- **Keys:** Student keys at Richland are not issued due to liability and safety. Students needing in regularly-locked Music Wing rooms can find various appropriate personnel to open them at the time of need if allowable. See below.
- **Music Administrators and Faculty:** Derrick Logozzo and Melissa Logan are in the department regularly during normal business hours each week throughout all academic terms year-round. They can assist in getting into any room in the Wing. Various Music Faculty have keys assigned to rooms needed for their courses. See any of them as well for assistance if necessary.
- **Division Office:** When Music admin. and faculty are not present to assist, the secretaries in the Division Office can assist, but students must identify themselves with Richland student id cards and be on the rosters for the courses dictating the room use needs. Students should look for Music Department personnel first before attempting the Division Office.