

**YALE UNIVERSITY
DEPARTMENT OF MUSIC**

**GRADUATE STUDENT
HANDBOOK**

**2021-22
edition**

Welcome to the Yale Department of Music! We are happy to have you as a member of our community, and this Graduate Student Handbook is designed to help you navigate your years of study. The handbook is revised annually by the Director of Graduate Studies (DGS) in consultation with graduate student representatives, and each revision incorporates changes approved by the graduate faculty during the previous year. The handbook current at the time of a student's matriculation sets forth the policies that govern that student's program. If program changes are made in subsequent years, students may be given the option to switch into the adjusted program, but they can also continue the program in effect at the time of matriculation.

The current version was updated in December 2020 by Michael E. Veal (DGS), in consultation with Aditya Chander, Catherine Slowik and Hallie Voulgaris.

Overview

Pursuit of a Ph.D. in Music at Yale is a full-time activity. The first two years of the program are devoted exclusively to course work and language study (if necessary). Beginning in spring of the second year and through the summer, students prepare for the Ph.D. qualifying examination, which is administered just prior to the beginning of the third year. The third and fourth years are devoted to research and dissertation writing, as well as part-time teaching in Yale College. Supported by the University Dissertation Fellowship (UDF) the fifth year is normally dedicated to full-time work on the dissertation. Students who have made satisfactory progress but not yet completed the degree are given the opportunity to teach and receive a full stipend as they complete the dissertation during the sixth year.

Students are admitted into concentrations in Music History, Music Theory, or Ethnomusicology, the distinctions among which are outlined below. Students who wish to switch or combine concentrations should submit a petition to the

faculty via the Director of Graduate Studies (DGS), normally no later than the beginning of the second year of study.

Students in the joint programs with Renaissance Studies and African-American Studies are governed by a different curriculum and set of policies which can be found on each program's webpage:

Music/Renaissance Studies:

<https://renaissance.yale.edu/music>

Music/African-American Studies: <https://yalemusic.yale.edu/joint-phd-program-music-and-african-american-studies>

Course Work

Course Requirements

During their two years of coursework, students take a minimum of fourteen courses. For students in Music History and Music Theory, two of those fourteen may be in other departments; this number may be raised to four upon petition. Students in Ethnomusicology take at least nine graduate seminars in music, while up to five courses can be taken in other departments.

All students take proseminars in Music History, Music Theory, and Ethnomusicology (MUSI 697, 698, and 699). Music History students take at least one course in History of Theory (MUSI 720-721). Music Theory students take both MUSI 720 and 721. In any two year period, each of the two History of Theory courses and the three proseminars will be offered once. Students should take required courses as they are offered during their two years of coursework.

Many students choose to take courses outside of the Music Department on theories, methodologies, cultures, and historical periods related to their interests. Courses outside the music department must be either graduate seminars or non-introductory undergraduate courses (normally 300 level or above). While language courses may be necessary in working towards passing language exams, they may not be used to fill the course requirements.

Under normal circumstances, all course work is to be completed before students take their qualifying exams in the summer before their third year. However, students sometimes choose to audit courses during their third year and beyond.

Registration Process

Students in the first two years of the program meet with the DGS at the beginning of each semester to discuss their study plans. Students will receive information from the Graduate School on how to register for courses using the Online Course Selection site. The DGS receives an email notification and can approve the selection or suggest revision. The course schedule must be filed by a date stipulated in the Graduate Bulletin, normally two weeks into the semester. However, it may be changed with consent of the DGS (and payment of a small fee), any time before mid-semester. No changes can be made after the middle of the semester. Additional information is provided in the *Programs and Policies* Guide of the Graduate School (<http://gsas.yale.edu/academics/programspolicies>).

Grades and Minimum Honors Requirement

All graduate seminars in years 1 and 2 are graded according to the following scheme: H (Honors); HP (High Pass); P (Pass); and F (Fail). An Honors grade is given for work of exceptional quality and promise; a High Pass is earned for fully satisfactory graduate level work. In order to remain in good academic standing, all students must achieve a grade of H (Honors) in at least four graduate courses during years 1 and 2. Any student who fails to meet this requirement will not be allowed to continue in the Ph.D, program.

All work is normally due by the end of the semester, although some instructors may extend due dates for final papers or projects into January or late May. Students unable to complete work by the due date may request a grade of Temporary Incomplete (TI), although this can be done *in no more than one course per semester*. An instructor who grants such a request will stipulate an ultimate due date, which can be no later than the date set by the Registrar of the Graduate School. Grades for any courses not completed by that date will convert to a Permanent Incomplete (PI). It is official GSAS policy that, after they are submitted, final grades cannot be adjusted through the submission of additional work.

Any courses beyond the required fourteen, whether taken in years 1 and 2 or in later years, may be taken for the grades of SAT (Satisfactory) or, with permission of the instructor, AUD (audit).

Evaluation of Student Performance and Mentoring

The Music Department faculty meets after the end of each semester to discuss the performance of students in their first three semesters of course-work. Strengths and weaknesses are assessed, and feedback is conveyed to each student by the DGS in writing. Incoming students can request to be assigned a faculty mentor for their first year in addition to the DGS, who remains the default advisor.

Departmental Examinations

Style and Repertory (S&R) Examination

The purpose of the S&R exam is to determine and ensure general knowledge of musical styles and repertory.

The S&R examination is offered twice a year, in August and January. Students must take it each time it is offered until they pass it, beginning with the August preceding their first semester of coursework. The examination lasts 3.5 hours and comprises 12–15 brief music examples, some presented as scores or audio recordings. Students are asked to identify and describe the style of each extract as well as the historical period and geographic location from which it stems. The goal is not to recognize a particular piece by title, but rather to provide cogent descriptive reasons for the stylistic identification, which may include such aspects as formal structure, instrumentation, scoring/notation, harmonic and rhythmic aspects, language and style of the text (if any), etc. Past examinations are available from the departmental office.

Language Examinations

The purpose of the language exam is to ensure that students have basic proficiency in important languages of their discipline and/or those languages in which they plan to conduct their research. Students must pass a reading examination in two languages other than English before they are admitted to candidacy (i.e., before the end of the third year). All students are encouraged to take language courses at Yale during the academic year, and to enroll in intensive summer courses at Yale or abroad. Language exams are administered by the individual departments, and the exam schedule will be circulated to all students at the beginning of each semester. In the cases of languages not offered for study at Yale, students will be responsible for arranging examinations with a qualified instructor.

Year 3: Qualifying Examination and Dissertation Prospectus

Qualifying Examination

The purpose of the qualifying exam is to assess the student's knowledge of the history and current literature of two relevant fields needed for their independent research. Students take Qualifying Examinations in August before their third year in the program. Past examinations and bibliographies are available from the departmental office as examples of scale, depth, and breadth.

Each student proposes two topics for examination, and asks one member of the faculty to advise each topic. The topics should be distinct, musically, culturally/geographically, chronologically, and methodologically. Students pick their topics in a variety of ways. Often, one topic is designed to lead into the dissertation project and can provide a space for the student to develop a thorough grounding in the historical or theoretical context of their intended project before formally beginning the prospectus. The second topic may be an exploration of a secondary area of research, an area the student would like to be able to teach in, a topic the student feels is a “gap” in their knowledge, or a new methodology they would like to explore, just to name a few.

Important Dates in the Qualifying Exam Process:

- **February 1:** Deadline for submitting preliminary topic proposals to the DGS for faculty approval. This consists of emailing the DGS the title and advisor of each topic. Topic advisors should have already been contacted. Once the topics are approved, the DGS appoints a member of the faculty to chair the committee, along with the two faculty advisers.
- **April 15:** Deadline for submitting final topic proposals and preliminary bibliographies and (where applicable) repertory lists to the committee and the DGS. The final proposal should clarify the boundaries of the topic in the form of an abstract for the bibliography.
- **July 15:** Deadline for submission of final bibliographies and repertory lists to the DGS and the committee.
- **Mid-late August:** Written exams are administered in the middle of August, approximately two weeks before the start of the semester. The exam formats vary by program, as detailed below. Oral examinations, around 90 minutes in length, are scheduled for the week following the written exams. The DGS will inform the student of the result within 24 hours after the oral examination is complete. Particularly outstanding performances will be rewarded “with distinction.” Students who do not perform adequately on a given component of the exam may be asked to retake that portion of the exam within six months, or to address the requirement in some other appropriate way, while continuing on track with their remaining third year requirements.

Structure of the Music Theory Qualifying Examination

Students will have two days (48 hours) to write on each topic, in an “open book” format. The examination committee will determine the format of the examination for each student, both the number and type of questions and the desired form(s) of written responses.

Structure of the Music History and Ethnomusicology Qualifying Examinations

The written portion of the qualifying examination will occupy two six-hour days, one day per topic. On each day, students will be given two distinct exams of three hours. Questions may address a variety of methodological and/or contextual issues, the current state of scholarship and sources, a close reading of sound materials (be they scores, score extracts, or sound examples), and the like. The format of the exam is “closed book;” students do not have access to notes or published materials.

Dissertation Prospectus, Dissertation Advisor, and Dissertation Committee

During the fall semester, third-year students enroll in MUSI 998 (Prospectus Workshop). At the end of the fall semester, each student makes a preliminary presentation of their topic to the department in the form of a 10-minute “lightning talk”; by the time of that presentation, students should have assembled a prospectus advisory committee of three Yale ladder faculty, one of whom may be from another department. During the spring semester, third-year students enroll in MUSI 999 (Dissertation Colloquium) along with students from later years.

March 15 is the deadline for submission of a draft of the dissertation prospectus to the committee. The committee sets a date for a prospectus meeting (sometimes referred to as a “prospectus defense”), to discuss and evaluate the prospectus no later than April 30. If revisions are requested, the committee may require a second meeting. August 15 is the final date for approval of the prospectus; students unable to meet this deadline may be withdrawn from the program, or their registration and stipend may be suspended.

Although each prospectus will have its own form and outline according to the nature of the project, in general a prospectus should:

1. Describe the goals and methods of the project;
2. Explain its potential significance;
3. Indicate how the project fits into the fields of scholarship and how it draws on but is distinct from the work to which it most closely relates;
4. Describe the principal sources upon which the project is based;
5. Suggest an outline for the chapters;
6. Do all of the above in as efficient a fashion as is appropriate to the project, with a goal of not exceeding c. fifteen pages (double-spaced, normal margins, 12 pt. font, etc.);
7. Append a bibliography of anticipated primary and secondary sources.

Past prospectuses are available from the departmental office.

Once the prospectus is approved, both a hard copy and a pdf should be submitted to the departmental office, along with a pdf to the DGS. The student should also register the topic with Doctoral Dissertations in Musicology, thereby alerting other readers that the topic is reserved. Information is available at <http://www.amsnet.org/ddm/index.php>.

Admission to Candidacy

Provided that all other requirements have been met (including S&R, language, and qualifying exams, courses, and the Honors grade requirement), approval of the prospectus admits a student to candidacy. A student who has not been admitted to candidacy cannot register for the fourth year, except by recommendation of the DGS and approval of the Associate Dean of the Graduate School.

Years 4 through 6: Preparing and Submitting the Dissertation

Format of Years 4, 5 and 6

The third and fourth years are devoted to research and dissertation writing, as well as part-time teaching in Yale College. The fifth year is normally dedicated to full-time work on the dissertation with the support of the University Dissertation Fellowship (UDF). Students who have made satisfactory progress but not yet completed the degree are given the opportunity to teach and receive a full stipend as they complete the dissertation during the sixth year.

Progress Requirements

Students in years 4 and 5 register for DISR 999 in the Fall and MUSI 999 (the Dissertation Colloquium) in the Spring. All registered students are expected to present a chapter or chapter in progress during the spring semester Dissertation Colloquium. This requirement is waived for fifth-year students registered in absentia. Students in the sixth year and beyond have the option of participating in Dissertation Colloquium with permission of the instructor. To foster a supportive and collaborative scholarly environment, members of the Dissertation Colloquium are encouraged to engage critically with the work of their colleagues.

By May 1 of each year, students in year 4 and beyond submit at least one completed chapter, as well as an online report of dissertation progress (DPR) for approval by their advisor, the DGS, and the Associate Dean of the Graduate School. The report is an opportunity for students to reflect on progress made during the preceding year toward the completion of the dissertation, present a schedule of research goals for the following year, and predict a submission date of submission for the dissertation.

Changes of Dissertation Topic

A dissertation often evolves in unanticipated directions away from the outline given in the prospectus. Changes of focus, argument, or scope are to be expected. A complete change of topic, however, requires approval of a new prospectus by a faculty committee as well as the withdrawal of the old topic from, and registration of the new one with, Doctoral Dissertations in Musicology.

Dissertation Advising and Evaluation

The student-advisor relationship is one of the most important aspects of graduate study. To get the most out of this relationship, we encourage students and advisors to establish how they want to work together as early as possible. The GSAS Guide to Advising contains some useful guidelines for how to establish a student-advisor relationship; this document can be found at:

https://gsas.yale.edu/sites/default/files/page-files/gsas_advising_processes_guide_0.pdf.

Some students will benefit most from an exclusive relationship with a single advisor and may choose to show work to additional readers only at an advanced stage of the project. Other students will receive their most intensive and consistent guidance from the advisor but will consult and share work with other faculty members throughout the dissertation process. In still other cases, the student will benefit most from working with a set of faculty, each of whom contributes a different perspective or knowledge of a different aspect of the project; in these cases, the special role of the official advisor is largely nominal by mutual agreement.

Although the advisor selected during year 3 customarily continues in that capacity throughout the writing of the dissertation, students may request a change of advisor. Students may wish to change advisors for a number of reasons, and should feel empowered to call upon the DGS to help mediate this change. Once the dissertation is completed, the DGS, in consultation with the advisor and the candidate, forms an evaluating committee of three readers, including the advisor. The second reader must be a member of Yale's ladder faculty, although not necessarily of its Music Department. The third reader need not have a Yale affiliation, but they are expected to be an accomplished scholar in the area of the student's research. Although the department will make every effort to accommodate requests for particular readers, in some circumstances other departmental faculty may be selected.

Before approving students for sixth-year funding, the Graduate School asks departments to evaluate the progress of all students at the end of the fifth year, and certify those who are on target to complete their dissertation during year 6.

Dissertation Submission and Evaluation

Dissertations are due in the Registrar's Office (246 Church Street, Rm 317) generally by mid-October for degrees to be awarded in December, and by mid-March for May degrees. Consult the Graduate School (GSAS) calendar for the exact dates for a given year.

Students intending to submit their dissertations should familiarize themselves with the required procedures and formatting in good time before putting their dissertation into final form. Procedural information as well as all requirements regarding style, format, copyright, microfilming and the like can be found at <http://gsas.yale.edu/academics/dissertations/submissionprocess>.

In general, several weeks before the due date, students must notify the Department of their intention to submit their dissertation (an electronic copy of the relevant form can be found at the above URL). The initial submission should be delivered to the Dissertation Office of the Graduate School both as a hardcopy in a temporary binding and as a pdf. (NB: This may change, as the GSAS is currently converting the submission process to an online interface.) The Dissertation Office requires students to pay fees for binding, printing, and registration.

The GSAS will distribute copies of the dissertation to the advisor and the two other evaluators, each of whom submits a report detailing comments and approval or corrections/revisions as necessary and appropriate. It is recommended that the student also send a pdf file to the DGS who will distribute soft copies to the readers for more expeditious access. The dissertation must be approved by vote of the faculty of the Department and subsequently by both the Humanities Degree Committee and the faculty of the Graduate School. In each case the advisory reports submitted by the committee of evaluators will form the basis of the discussion. These reports will also be made available to the student. There is no oral defense of the dissertation. Distinction is awarded upon the unanimous recommendation of the three evaluators. After this departmental vote, students may be asked to edit and amend their dissertation prior to final submission. The details for this final submission are also described in the GSAS materials. As of this writing, three copies of the final approved dissertation should be submitted: one each for the Archives of the University, the Music Library, and for electronic conversion via Proquest.

Beyond Year 6

At the end of the sixth year of study, automatic eligibility for continuing registration expires. Students who have not yet submitted their dissertation ordinarily may enter Dissertation Completion Status (DCS), for up to four additional terms. Students granted DCS maintain their Net ID, Yale email account, and electronic access to Yale resources, including the libraries. The fee for this status in 2018-19 was \$650 per semester. DCS students are not registered full-time and thus, are not eligible for Yale Health and may not be able to defer payments for some student loans. There are no employment restrictions associated with DCS. International students with this status are not eligible for student visas, and should consult the Office of International Students and Scholars (OISS) for further guidance on how to proceed.

As a result of the interruption of study due to the Coronavirus pandemic during the Spring 2020 semester, temporary provisions have been made for more general seventh year study, which includes all of the benefits of regular registration. Please consult the DGS for more specific information about this.

Unregistered students who decline to enter DCS status can receive borrowing privileges from and physical access to Yale libraries for a nominal fee by virtue of their status as alumni (having received an *en route* M. Phil. degree), but do not have off-site electronic access to library resources.

Sixth-year students may apply for extended registration for the seventh year. These requests will be granted only to students whom the faculty considers to have made significant progress towards completion in years 5 and 6, and who present convincing evidence of being on track to complete the degree during year 7. Students whose registration is extended are eligible for teaching-fellow positions, health awards supporting treatment at Yale Health, and access to Yale library and internet services. Students granted extended registration are charged the Continuing Registration fee, which in 2018-19 was \$650 per semester. This fee is waived for teaching fellows.

Summary Schedule

Year1	August-September	S&R examination
	As offered by language departments	Language examinations
Year2	March 1	Submit preliminary topic statements
	April 30	Submit preliminary blurbs and bibliographies
	July 15	Submit final blurbs, bibliographies and repertory lists for the exams as required
	As offered by language departments	Language examinations (as required)
Year3	August	Qualifying exams
	December 1	Deadline for forming Prospectus Committee
	February	Deadline for retaking qualifying exams (as needed)
	March 15	Deadline for Prospectus submission
	April 30	Deadline for Prospectus defense
	As offered by language departments	Language examinations

Year4	August 15	Final date for Prospectus approval
	September 1	Deadline for passing language exams and S&R Exam; Admission to Candidacy
	January-April	Chapter presentation in Dissertation Colloquium
	May 1	Chapter submission; Progress report (DPR)
Year5 (UDF)	January-April	Chapter presentation in Dissertation Colloquium
	May 1	Chapter submission; Progress report (DPR)
Annually	Mid-October	Deadline for Fall Dissertation Submission
	Mid-March	Deadline for Spring Dissertation Submission

Undergraduate Teaching and Courses Available

Each year Yale College employs a number of graduate students as Teaching Fellows (TFs) and Part Time Acting Instructors (PTAIs). The practice of employing graduate students as teachers has mutual benefits: it enhances the College's ability to offer quality instruction to Yale undergraduates, and it gives teaching experience to Yale graduate students. For graduate students enrolled in the Department of Music, teaching is usually concentrated in the third and fourth years. Students are not required to teach while they are using their University Dissertation Fellowship (UDF), typically in the fifth year. The Department guarantees teaching for sixth year students who have been certified to complete as described on page 11 above, and may also offer teaching to more advanced graduate students as needed.

Teaching Fellowships (TFs) for the coming academic year are publicized in the spring semester of every year. There are several different TF roles, all of which fulfill the student's teaching requirements:

- Part Time Acting Instructor (PTAI)
- Discussion section leader
- Grader/tutor
- Grader without contact
- Lab leader

In May, students complete a form indicating their preferred teaching assignments; these preferences are considered by a committee consisting of the Departmental Chair, the DGS, the Director of Undergraduate Studies, other members of the faculty, and at least one advanced graduate student, ineligible for teaching, appointed by the Chair. In recommending assignments the Committee considers the following:

- The skills of the student as represented by course work and, possibly, by a record of previous teaching;
- The student's area of interest and special skills;
- The desire of the Department to give each student a broad teaching experience prior to the completion of the Ph.D. degree.

Once the Committee has made its decisions, the DGS or chair notifies students of their assignments.

Resources for Teacher Preparation

The Department is committed to ensuring that students feel well prepared for and supported in their teaching. All Teaching Fellows attend "Teaching at Yale Day" to review university-wide teaching policies prior to their first semester of teaching. Each September, Music Department students who serve as McDougal Graduate Teaching Fellows conduct a series of workshops open to all graduate students on the "Fundamentals of Teaching Music." The series is supplemented by more casual monthly "Music Pedagogy Lunch Hours," where Teaching Fellows and faculty convene to discuss their teaching goals and methods.

The Poorvu Center for Teaching and Learning also offers teacher preparation programs designed to improve teaching skills and to contribute to professional development. It provides peer-led Advanced Teaching Workshops, presents pedagogy forums and lectures, maintains a resource office, and conducts classroom visitations. For more information, see:

<https://poorvucenter.yale.edu>

Master's Degree Program

Terminal MA

The Master of Arts Program in Music is a one year program for students who wish to augment previous graduate study or prepare for further study beyond the Master's in one of the musical disciplines such as music history, music theory, ethnomusicology, music librarianship, performance, or composition, or to acquire a background for nonacademic careers in journalistic criticism, curatorship, broadcasting, recording, music administration, arts administration, and other fields. Current faculty at other institutions may continue to supplement their education in this program on a full or part time basis.

Each student, in consultation with the DGS, will devise a program of seven courses forming a coherent plan directed toward the student's goal. One course during the second semester, which may be a tutorial in the student's area of special interest, will lead to a major project, the Master's Thesis. A grade average of High Pass, including at least one term course grade of Honors, must be attained. Each student must also pass an examination in one modern foreign language appropriate to the program of study.

Degrees *en route* to the Ph.D.

Students enrolled in the Ph.D. program automatically qualify for the MA degree upon the successful completion of seven courses, at least six of which are seminars given in the Department, along with the passing of the Style & Repertory exam and an examination in one foreign language. Of the six departmental seminars, at least two grades must be Honors. Students enrolled in the Ph.D. program qualify for the M.Phil. degree upon passing the Ph.D. qualifying examination and all other requirements except the dissertation.

Degree petition forms are available at:

<http://www.yale.edu/graduateschool/home/forms.html>

Graduate Student Groups

The Music Department Graduate-Faculty Liaison Committee ("GradFac") advocates on behalf of the student body to department faculty regarding issues of departmental climate and progress through the PhD program. This committee also serves a mediating role: students who prefer to report intradepartmental concerns anonymously may ask the graduate-faculty liaison committee to bring their concerns to the director of graduate studies or chair. The committee comprises three individuals who are elected to two-year terms. At any given time, one student in the first or second year represents students in coursework, one

student in the third or fourth year represents students in the middle stages of the program, and one student in the fifth year or beyond represents advanced students. Nominations and elections are held at the beginning of each year, and periodic town-hall style meetings are held with the student body to report back to students on how department faculty have worked to address matters raised previously, and to allow students to come forward with new feedback regarding departmental climate and progress through the program. The committee holds regular meetings with the chair, DGS and other relevant faculty. GradFac also coordinates programming among other graduate student groups, and maintains an archive of useful documents from past departmental events:

<https://teams.microsoft.com/channel/19%3aca0e8714e8c3451a8b6ace746094e4f2%40thread.tacv2/GradFac%2520Resources?groupId=51bd6c22-f23c-4d9b-bc5c-e93252f6367a&tenantId=dd8cbebb-2139-4df8-b411-4e3e87abeb5c>

The Graduate Student Assembly (GSA) provides a forum for students to address issues across the Graduate School and University; see <http://gsa.yale.edu/>.

Representatives consult regularly with the Dean and other administrators about concerns expressed by the student body and nominate the student members of all Graduate School Standing committees. For current issues and accomplishments, see the GSA website. There is proportional representation by department (1 member per 40 students), with new members elected each spring in various departments or degree programs.

The Yale Graduate and Professional Student Senate (GPSS) represents over 5,000 graduate and professional students in eleven schools at Yale. Its goal is to foster interaction between Graduate and Professional students through the congregation of student groups at the Graduate and Professional Student Center at Yale (GPSCY), the sponsorship of academic, intellectual, and social events, and through community service and charitable events. <http://gpss.yale.edu/>.

Department Wide Scholarly Events and Other Activities

Works in Progress Series

Most Friday afternoons during the semester, members of the Department gather in Stoeckel 106 for informal presentations. The WorkinProgress (WiP) Series provides an opportunity for graduate students, faculty, and visitors to present in-progress work, including seminar projects, conference papers, and dissertation or book chapters, to the broader community. Presentations generally last 25 - 30 minutes, followed by 30 minutes for questions and

discussion. All graduate students are encouraged to attend and to give presentations.

Visiting Lecturers

Several times each semester, distinguished music scholars are invited to Yale to present formal lectures for the Department. Usually, the lecturer is honored with a reception directly after the talk, followed by a dinner with interested students and faculty. This is an excellent opportunity for students to meet scholars from other universities on an informal basis. A committee of graduate students is involved in selecting and introducing the visiting lecturers.

Performing Opportunities

All graduate students in music are encouraged to pursue their interests in performance and/or composition as time allows. The campus enjoys an unusually rich musical life thanks to the Yale School of Music, and the Institute of Sacred Music. There are numerous opportunities for participation in performing ensembles of all kinds: Yale Schola Cantorum (professional), Yale Camerata, Russian Chorus, Yale Symphony Orchestra, chamber orchestras, Yale-New Haven Regular Singing, lab choruses, Medieval Song Lab, graduate *a cappella* ensembles, and chamber groups, etc. Many graduate students participate in the Yale *Collegium Musicum*, founded in the 1940s by Paul Hindemith and dedicated to the performance of early music, focusing primarily on choral repertoire. The group rehearses weekly and normally presents a concert at the end of each semester; recent concerts have included works by Monteverdi and Banchieri, Lasso, Janequin, Ockeghem, sixteenth-century French chansons, and music from Renaissance Spain and colonial Latin America. There are also a number of formal and informal ensembles in jazz, popular music and world music, including the Yale Jazz Band and the Department of Music's own Gamelan Supprabango. More information can be found on the School of Music website: <http://music.yale.edu/>

...and on the Department of Music website: <http://www.yale.edu/yalemus>.

McDougal Graduate Student Center

While much of graduate student life tends to be based in the Department of Music, the McDougal Center, with Common Room, Cafe, Program Room for conferences, film series, etc., offers a place where graduate students from across campus can meet and share interests, as well as a variety of activities open to the graduate school community. Its website provides information relating to graduate student life:

<http://gsas.yale.edu/lifeyale/mcdougalgraduatestudentcenter>

Yale Graduate Music Symposium (YGMS)

The YGMS was founded to promote collegiality and the exchange of ideas between graduate students in all areas of music research both at Yale and with people from other universities. The sixth biennial conference took place on February 28–29, 2020 at Yale University's Stoeckel Hall. See the program at:

<http://ygms.yale.edu/>. The next conference is scheduled for spring 2022.

Funding Opportunities for Research, Language Study, and Conference Travel

Most of our graduate students need to procure additional funding at some point in their careers on campus. There are many sources for funding; see the options at <https://yale.communityforce.com/Student/Default.aspx>.

Students are encouraged to travel and engage in language study or some kind of pre-dissertation research in the summer between their first and second years and after they have advanced to candidacy. Students with external funding who take a semester or year away from campus to study a language or to prepare for their prospectus can apply for noncontinuous registration. This ensures that this time away from campus does not count toward the years to graduation total.

Music Ph.D. students are eligible to apply for MacMillan Center International Conference Travel Grants to support their travel to recognized scholarly conferences, workshops, and meetings as a program participant. The meeting may be in the United States or abroad and the student must be on the program as a presenter, session chair, or discussant speaking “on an international topic.” More information about the MacMillan Center International Conference Travel Grants and the application requirements can be found on the [Yale Students Grants and Fellowships Database](#) by searching for “conference grant”.

The GSA offers a regular competition, at least once a semester, for funding to help students travel to present their research at conferences; see <http://gsa.yale.edu/ctf>. The Department also offers students a modest sum to help pay for conference travel. These funds are available to all students. Each person may apply for Departmental travel funding once each year.