

EXAM
CODE **362**

CATALOG
NUMBER **MUSx101**

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EXAMS**
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Introduction to Music

CREDIT
HOURS

3

LEVEL

LOWER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcripted by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

See page 24, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

^① In general, two-hour exams do not award a D letter grade.

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam. If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Introduction to Music

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

Kamien, R. (2018). *Music: An appreciation* (12th ed.). New York: McGraw-Hill.

Important note: the textbook has accompanying music files that are essential to learning the material and that are excerpted on the exam. You can purchase the CONNECT® product, which includes electronic text and .mp3 audio files; you can also purchase an access card for just the .mp3 audio files, if you already have the textbook. It is also possible to purchase the textbook alone (electronic or hardcopy), without the audio files. Information about the product options and access is available at the [Excelsior College Bookstore](#).

Optional Resources

The examination development committee did not identify any specific optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

Listening to the Music

For this exam, listening to music will be an integral part of your study. The textbook has accompanying music files that are essential to learning the material. Some of this music is excerpted on the exam. To listen to these excerpts, you can purchase the CONNECT® product, which includes an electronic copy of the text and .mp3 audio files. Or, if you already have a hard copy of the textbook, you can purchase an access card for just the .mp3 audio files that go with it. For the purposes of following the listening guides in the book, you should stick with the .mp3 files that go with the book.

It is also possible to purchase the textbook alone (electronic or hard copy), without the audio files. In this option, you'll need to search out other music that may be mentioned in the text but not included in the .mp3 audio files that come with the book, or search out the full versions of works that are just excerpted in the .mp3 and try to find the piece of that work that illustrates the instrument, symphony, genre, and so forth. This option isn't the best: Because the excerpts in the book won't apply to things you might find elsewhere on YouTube or through one of your favorite music streaming services, bear in mind that it'll be a little harder to tell what you should be listening for, without constantly referring to the recommended textbook.

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Introduction to Music examination is based on material typically taught in a one-semester, three-credit, lower-level course in music appreciation. The content of the examination corresponds to course offerings such as Introduction to Music Literature, Music Appreciation, Survey of Music, and Music in the Western World.

The examination measures knowledge of facts and terminology; understanding of concepts and forms; the different stylistic periods and composers of each period, including characteristics and forms from each historical period; biographical information about major composers and technical features of their specific compositions; and the ability to apply this knowledge and understanding in listening to musical compositions.

No prior knowledge of music is required before beginning study for this exam.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Identify musical elements such as pitch, dynamics, timbre, and rhythm.
2. Identify musical forms (for example: variation, binary).
3. Distinguish among the major style periods. (Aligns to GECC 4.1)
4. Demonstrate knowledge of the various instrument families such as strings, woodwinds, percussion, brass.
5. Demonstrate requisite listening and concert-going skills. (Aligns to GECC 4.1)
6. Distinguish sacred music and secular music of the Middle Ages. (Aligns to GECC 4.1)
7. Recognize the major composers from each stylistic period. (Aligns to GECC 4.1)
8. Describe the rudiments of multimovement vocal forms such as opera and music drama.
9. Identify the major characteristics and trends of twentieth century music (for example: impressionism, neoclassicism, expressionism). (Aligns to GECC 4.1)
10. Discuss the history of such American musical innovations as jazz, blues, and rock. (Aligns to GECC 4.1)
11. Identify the characteristics of such nonwestern musical traditions as those from Africa, India, and Japan. (Aligns to GECC 4.1)

General Education Career Competencies Addressed in this Exam

GECC-4: Cultural Diversity and Expression: Analyze human thought, creative expression, or cultural representations within their contexts.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Introduction to Music examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Elements	20%	27
II. Media	15%	20
III. Stylistic Periods and Composers	50%	68
IV. American Innovations and Nonwestern Music	15%	20
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Elements

20 PERCENT OF EXAM

Kamien [2018]

Part I

- A. Pitch (for example: tone, interval, octave)
- B. Dynamics (for example: forte, crescendo)
- C. Tone color (timbre)
- D. Rhythm
 - 1. Beat
 - 2. Meter
 - 3. Tempo (for example: allegro, moderato)
 - 4. Accent and syncopation

- E. Notation (for example: staff, clef, notes, rest, score)
- F. Melody (for example: step, leap, phrase, cadence, legato, theme)
- G. Harmony (for example: dissonance, chords)
- H. Key
 - 1. Scales (major, minor)
 - 2. Modulation
- I. Texture (for example: homophonic, polyphonic)
- J. Form (for example: repetition, variation, binary)
- K. Style

II. Media

15 PERCENT OF EXAM

Kamien Part I

Ch. 2

- A. Voice types (for example: soprano, tenor)

B. Instrument families

1. Strings
2. Woodwinds
3. Brass
4. Percussion
5. Keyboard
6. Electronic

C. Vocal and instrumental ensembles (for example: choir, orchestra, string quartet)

D. Listening and concert-going skills

III. Stylistic Periods and Composers

50 PERCENT OF EXAM

Kamien

Parts II–VII

A. The Middle Ages

1. Characteristics
 - a. Textures
 - b. Church modes
2. Forms
 - a. Sacred music
 - 1) Gregorian chant (plainchant)
 - 2) Mass ordinary (Kyrie, Gloria, Credo, Sanctus, and Agnus Dei)
 - b. Secular Music
 - 1) Estampie
 - 2) Troubadours and trouvères
3. Composers (for example: Hildegard of Bingen, Machaut)

B. Renaissance

1. Characteristics
 - a. *A cappella*
 - b. Imitative counterpoint (polyphony)
 - c. Word painting
 - d. Instruments (for example: recorders, viols, lute)

2. Forms

- a. Motet
- b. Mass
- c. Madrigal
- d. Dances

3. Composers (for example: Josquin Desprez, Palestrina)

C. Baroque

1. Characteristics

- a. Rhythm
- b. Dynamics
- c. Basso continuo and figured bass
- d. Unity of mood (doctrine of affections)
- e. Improvisation and ornamentation
- f. Textures
- g. Ground bass
- h. Instruments (for example: violin, organ, components of the baroque orchestra)

2. Forms

- a. Instrumental forms
 - 1) Single movement
 - a) Fugue
 - b) Ritornello form (found in concerto)
 - 2) Multimovement
 - a) Concerto (concerto grosso, solo concerto)
 - b) Sonata
 - c) Suite (for example: gigue, gavotte)

b. Vocal Forms

- 1) Single movement
 - a) Aria
 - b) Recitative
 - c) Chorus
- 2) Multimovement
 - a) Opera

- b) Oratorio
 - c) Cantata
 - 3. Composers (for example: Bach, Handel, Vivaldi, Monteverdi, Purcell, Corelli)
- D. Classical**
1. Characteristics
 - a. Rhythm
 - b. Dynamics
 - c. Contrast of mood
 - d. Textures
 - e. Melodies
 - f. Balance and symmetry
 - g. Instruments (for example: piano, orchestra, chamber music ensembles)
 2. Forms
 - a. Instrumental forms
 - 1) Single movement
 - a) Piano pieces (for example: nocturne, etude)
 - b) Concert overture
 - c) Symphonic poem (tone poem)
 - 2) Multimovement
 - a) Symphony
 - b) Program symphony
 - c) Incidental music
 - d) Concerto
 - e) Solo works (for example: sonatas and cycles)
 - b. Vocal forms
 - 1) Single movement
 - a) Art songs (for example: strophic, through-composed)
 - b) Arias
 - 2) Multimovement
 - a) Song cycles
 - b) Opera and music drama
 - c) Requiem
 3. Composers (Haydn, Mozart, Beethoven)
- E. Romantic**
1. Characteristics
 - a. Rubato
 - b. Extreme contrasts (for example: dynamic range, length of composition)
 - c. Orchestration (tone color)
 3. Composers (for example: Schubert, Mendelssohn, Chopin, Brahms, Tchaikovsky, Mahler)
- F. Twentieth Century 1900–1945**
1. Characteristics
 - a. Individuality of style
 - b. Harmony
 - c. Rhythm
 - d. Tonality, modality, and atonality

- e. Tone color and instrumentation
 - f. Melody
2. Trends
 - a. Impressionism
 - b. Primitivism
 - c. Neoclassicism
 - d. Expressionism
 - e. Nationalism
 - f. Atonal music
 - g. Serialism (twelve-tone system)
 3. Composers (for example: Debussy, Stravinsky, Schoenberg, Still, Beach)
- G. Twentieth Century After 1945**
1. Trends
 - a. Extended serialism
 - b. Chance music (aleatoric)
 - c. Minimalism
 - d. Musical quotation
 - e. Electronic music
 - f. Mixed media
 - g. Return to tonality
 - h. “Liberation of Sound”
 2. Composers (for example: Cage, Zwilich, Adams, Varèse)

IV. American Innovations and Nonwestern Music

15 PERCENT OF EXAM

Kamien

Parts VIII–XI

A. American innovations

1. Jazz
 - a. Origins/roots
 - b. Styles
 - c. Performers (for example: Armstrong, Ellington, Parker)
2. Musical theater and film music
 - a. Origins/roots
 - b. Styles
 - c. Composers (for example: Rodgers, Bernstein, Sondheim, Williams)
3. Rock
 - a. Origins/roots
 - b. Styles
 - c. Performers (for example: Beatles, Presley, Rolling Stones)

B. Nonwestern music

1. Characteristics
 - a. Oral tradition
 - b. Improvisation
 - c. Vocal styles
 - d. Instruments
 - e. Melody
 - f. Rhythm
 - g. Texture
2. Cultures
 - a. Sub-Saharan Africa
 - b. India
 - c. Japan

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 18–20 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which term indicates a fast pace?
 - 1) accelerando
 - 2) adagio
 - 3) allegro
 - 4) andante
2. How does a typical melody from the classical period sound?
 - 1) well balanced
 - 2) very disjunct
 - 3) very long
 - 4) highly ornamented
3. Which major composer wrote over 100 symphonies?
 - 1) Beethoven
 - 2) Haydn
 - 3) Mozart
 - 4) Schubert
4. Which work is an example of multimovement program music?
 - 1) *Erlkönig* by Schubert
 - 2) *The Moldau* by Smetana
 - 3) *Symphonie Fantastique* by Berlioz
 - 4) *Symphony No. 5* by Beethoven
5. Which items are characteristic of the Baroque style? Please select the 3 that apply.
 - 1) colorful harmony
 - 2) figured bass
 - 3) tempo rubato
 - 4) unity of mood
 - 5) terraced dynamics
6. Which musical form alternates between the full orchestra and a small solo group?
 - 1) cantata
 - 2) suite
 - 3) concerto grosso
 - 4) trio sonata
7. What Baroque form, originally used during a worship service, usually presents a sermon in music?
 - 1) cantata
 - 2) fugue
 - 3) oratorio
 - 4) sonata

8. In order to detect instrumental sound and quality, one must listen for what musical characteristic?
 - 1) *a cappella*
 - 2) dynamics
 - 3) timbre
 - 4) vibrato

9. What term describes the techniques a musician uses to vary the rhythmic speed in a piece of music?
 - 1) andante
 - 2) legato
 - 3) pizzicato
 - 4) rubato

10. Which musical style is found in Zwilich's *Concerto Grosso 1985*?
 - 1) expressionism
 - 2) minimalism
 - 3) chance music
 - 4) musical quotation

11. Which texture is demonstrated by a musician playing chords on a piano while singing a melody?
 - 1) heterophonic
 - 2) homophonic
 - 3) monophonic
 - 4) polyphonic

12. Which voice type is the highest?
 - 1) alto
 - 2) baritone
 - 3) mezzo-soprano
 - 4) soprano

13. What are the differences between sacred music of the early Middle Ages and the sacred music of the late Middle Ages? Please select the 3 that apply.
 - 1) Early music is monophonic and late music is polyphonic.
 - 2) Early music is based on church modes while late music is based on major and minor scales.
 - 3) Early music employs flexible rhythm while late music employs measured rhythms.
 - 4) Early music was passed on largely through the oral tradition, while late music was passed on through notation.

14. Which composer wrote over 600 *Lieder*?
 - 1) Beethoven
 - 2) Brahms
 - 3) Schubert
 - 4) R. Schumann

15. Which type of performance could include a plot involving settlers in the American West, played by an orchestra, along with singing, dancing, and dialogue in English?
 - 1) a ballet
 - 2) a musical
 - 3) an opera
 - 4) an oratorio

16. Which instrument is the largest in an orchestra's string section?
 - 1) cello
 - 2) bass
 - 3) viola
 - 4) violin

17. Which term refers to a sacred form used during the Renaissance?
 - 1) galliard
 - 2) madrigal
 - 3) motet
 - 4) pavane

18. Which set of characteristics describes New Orleans-style jazz?
- 1) arranged music, melodies performed by entire sections of instruments, and musicians playing riffs
 - 2) collective improvisation, melodies based on a 12-bar blues, and musicians playing breaks
 - 3) complexity of delivery, extremely fast beat, and musicians playing irregular accents
 - 4) individual improvisation, irregular forms and patterns, and new approaches to melody

19. Who wrote the *Afro-American Symphony*?
- 1) Charles Ives
 - 2) George Gershwin
 - 3) Aaron Copland
 - 4) William Grant Still

The four questions that follow are examples of listening items. At the testing center, you would hear an excerpt from Haydn's Trumpet Concerto in E Flat major.

20. What is the featured instrument in this piece of music?
- 1) oboe
 - 2) trombone
 - 3) trumpet
 - 4) violin
21. What is the meter of this piece of music?
- 1) 2
 - 2) 3
 - 3) 5
 - 4) 6

22. What is the stylistic period of the composition?
- 1) baroque
 - 2) classical
 - 3) renaissance
 - 4) romantic
23. What is the tempo of this piece of music?
- 1) allegro
 - 2) andante
 - 3) grave
 - 4) largo

Listening List

Listening questions are an integral part of the Introduction to Music exam. At the test center, you will be provided with headphones and simple instructions for using them to listen to recorded excerpts and answer questions about them. You are expected to be familiar with the musical selections listed below. All selections can be found on the .mp3 files that accompany the Kamien textbook. The exam may also include excerpts that are not on this list; these excerpts are used to test general understanding of instruments, style, tempo, and dynamics, and knowledge of those specific pieces is not expected.

Stravinsky—*The Firebird, Finale*

Ellington—*C-Jam Blues*

Britten—*The Young Person's Guide to the Orchestra*

Chopin—*Prelude in E Minor for Piano, Op. 28, No. 4*

Bizet—*L'Arlésienne Suite No. 2, Farandole*

Tchaikovsky—*Nutcracker Suite, Op. 71a,
"Dance of the Reed Pipes"*

Anonymous—*Alleluia: Vidimus stellam*

Hildegard of Bingen—*O successors*

Anonymous—*Estampie*

Machaut—*Notre Dame Mass, Agnus Dei*

Josquin—*Ave Maria . . . Virgo Serena*

Palestrina—*Pope Marcellus Mass, Kyrie*

Weelkes—*As Vesta Was Descending*

Bach—*"Little" Fugue in G Minor*

Bach—*Brandenburg Concerto No. 5 in D Major, I*

Monteverdi—*Orfeo, "Tu sé morta"*

Purcell—*Dido and Aeneas, "Dido's Lament"*

Vivaldi—*"La Primavera," Concerto for Violin
and String Orchestra, Op. 8, No. 1, I*

Bach—*Well-Tempered Clavier, Book 1,
Prelude in C Minor*

Bach—*Orchestral Suite No. 3 in D Major,
S. 1068, II, Air*

Bach—*Orchestral Suite No. 3 in D Major,
S. 1068, IV, Bourée*

Bach—*Orchestral Suite No. 3 in D Major,
S. 1068, V, Gigue*

Bach—*Cantata No. 140: Wachet auf, ruft
uns die Stimme, I*

Bach—*Cantata No. 140: Wachet auf, ruft
uns die Stimme, IV*

Bach—*Cantata No. 140: Wachet auf, ruft
uns die Stimme, VII*

Handel—*Messiah, "Ev'ry Valley"*

Handel—*Messiah, "Hallelujah"*

Mozart—*Symphony No. 40 in G Minor, K. 550, I*

Haydn—*Symphony No. 94 in G Major, (Surprise), II*

Mozart—*Eine kleine Nachtmusick K. 525, III*

Beethoven—*String Quartet, Op. 18, No. 4
in C Minor, Allegro*

Haydn—*Trumpet Concerto in E Flat Major, III*

Mozart—*Don Giovanni, K. 527, Act I: Introduction*

Beethoven—*Symphony No. 5 in C Minor, Op. 67, I*

Schubert—*Erlkönig*

Chopin—*Nocturne in E Flat Major, Op. 9, No. 2*

Mendelssohn—*Concerto for Violin and Orchestra
in E Minor, I*

Berlioz—*Symphonie fantastique, IV (March to the
Scaffold)*

Smetana—*The Moldau*

Puccini—*La Bohème, Act I: excerpt (Mimi's entrance
through Rodolfo's aria)*

Debussy—*Prélude à L'Après-midi d'un faune*

Stravinsky—*Le Sacre du Printemps, Part I, Introduction,
Omens of Spring—Dances of the Youths and
Maidens, Ritual of Abduction*

Schoenberg—*"Mondestrunken" from Pierrot lunaire*

Schoenberg—*A Survivor from Warsaw, Op. 46*

Still—*Afro-American Symphony, III*

Copland—*Appalachian Spring, Section 7: Theme
and Variations on "Simple Gifts"*

Varèse—*Poème électronique (Opening Segment)*

Adams—*Short Ride in a Fast Machine*

Smith—*Lost Your Head Blues*

Armstrong—*Hotter Than That*

Bernstein—*West Side Story, "Tonight" Ensemble*

Shankar—*Maru-Bihag*

Mitsuzaki Kengyo—*Godan Ginuta*

SECTION FOUR

Rationales

1.(ID3)

- 1) Accelerando means gradually getting faster.
- 2) Adagio means slowly.
- *3) Allegro means fast, quick, or lively.
- 4) Andante means moderately slow (a walking pace).

2.(IID1e)

- *1) Classical melodies are well balanced.
- 2) Disjunct is a characteristic of twentieth century melodies.
- 3) Very long melodies are characteristic of the Romantic period.
- 4) Highly ornamented is a characteristic of Baroque melodies.

3.(IID3)

- 1) Beethoven wrote 9 symphonies.
- *2) Haydn wrote more than 100 symphonies, 104 of which were published.
- 3) Mozart wrote 41 symphonies.
- 4) Schubert wrote 9 symphonies.

4. (IIF2a)

- 1) *Erlkönig* is a single movement art song.
- 2) *The Moldau* is a single movement example of program music.
- *3) *Symphonie Fantastique* is a multimediment example of program music.
- 4) *Symphony No. 5* is a multimediment symphony and not an example of program music.

5.(IIC1)

- 1) Colorful harmony is a characteristic found in the music of the Romantic period.
- *2) Figured bass is used in the music of the Baroque era.
- 3) Tempo rubato is a characteristic of the music of the Romantic period.
- *4) Unity of mood is something found in the music of the Baroque period. The mood tends to remain the same throughout a movement of music.
- *5) Terraced dynamics are also found in the music of the Baroque era.

6.(IIC2a2a)

- 1) The cantata is a vocal work with many movements. Cantatas can include small solos, but not using small groups of soloists.
- 2) A suite is a set of dance-like movements.
- *3) The concerto grosso has a small solo group that alternates with a larger group throughout a performance.
- 4) A trio sonata features a small group of players equally.

7.(IIC2b)

- *1) Bach wrote many cantatas for Protestant church worship services to reinforce the sermon.
- 2) The fugue is an instrumental form with no words.
- 3) The oratorio was written for concert presentations.
- 4) The sonata is an instrumental form with no words.

*correct answer

8.(IC)

- 1) *A cappella* is unaccompanied vocal music. It does not have instruments.
- 2) Dynamics refers to the volume of the music. This will not distinguish the instruments from each other.
- *3) Timbre refers to the qualities of a given sound that one needs to hear in order to determine which instrument or voice is performing.
- 4) Vibrato is the fluctuation of a single tone (in pitch or intensity) used to add beauty to a phrase.

9.(IIE1a)

- 1) Andante refers to a medium tempo.
- 2) Legato is the term for connecting the notes in a smooth manner.
- 3) Pizzicato refers to plucking the strings of the instrument.
- *4) Rubato is the term used for stretching the beat or pushing the beats closer together.

10.(IIIG2)

- 1) Expressionism is associated with Schoenberg and his students.
- 2) Minimalism is associated with Adams.
- 3) Chance music is associated with Cage.
- *4) Zwilich uses quotations from Handel.

11.(I.I)

- 1) Heterophonic texture is ornamented melody without chords.
- *2) Homophonic texture is a main melody accompanied by chords.
- 3) Monophonic texture is melody only, without chords.
- 4) Polyphonic texture creates harmony by using simultaneous melodies rather than chords.

12.(IIA)

- 1) Alto is the lowest female voice type.
- 2) Baritone is a lower male voice.
- 3) Mezzo-soprano is a medium-pitched female voice.
- *4) Soprano is the highest female voice.

13. (IIIA1a-c)

- *1) Early medieval music consists mainly of monophonic chant while later music (beginning with organum) contains polyphonic weaving of melodies.
- 2) Early and late medieval music are based on church modes. Scales are not used until later periods.
- *3) Chant (characteristic of the early period) has no set rhythm. After 1200 CE, triple meter and other measured rhythms become common.
- *4) Notation was developed during this period.

14.(IIIE2b)

- 1) Beethoven wrote a smaller number of Lieder.
- 2) Brahms wrote approximately 200 Lieder.
- *3) Schubert is well known for many of his over 600 Lieder. This is far more than any other major composer.
- 4) R. Schumann wrote approximately 275 Lieder.

15.(IVA2)

- 1) Ballet does not include singing or dialogue.
- *2) All of these elements are found in a Broadway musical.
- 3) Opera is usually sung throughout with no dialogue.
- 4) Oratorio does not contain dancing or spoken dialogues. Its plots are usually religious.

*correct answer

16.(IIC)

- 1) A cello is a large instrument in the string section, but it is not the largest.
- *2) The bass is the largest instrument of the string section of the orchestra.
- 3) Viola is the second smallest instrument of the string section.
- 4) Violin is the smallest instrument of the string section.

17.(IIB2a)

- 1) Galliard is a secular dance form.
- 2) Madrigal is a secular vocal form.
- *3) Motet is a sacred vocal form.
- 4) Pavane is a secular dance form.

18.(IVA1b)

- 1) This describes Swing Era jazz.
- *2) This describes New Orleans jazz.
- 3) This describes bebop jazz.
- 4) This describes free jazz.

19.(IIIF3)

- 1) Ives wrote *Three Places in New England* during the same time period in which *Afro-American Symphony* was written.
- 2) Gershwin wrote *Rhapsody in Blue* during this same time period.
- 3) Copland wrote *Appalachian Spring* during this same time period.
- *4) Still wrote *Afro-American Symphony*.

20.(IIB3)

- 1) The timbre of the oboe is more nasal and less brassy.
- 2) The trombone, while a brass instrument, is deeper in tone and range.
- *3) The trumpet's timbre is brassy and matches the sound in this example.
- 4) While violins are heard in this orchestra, they are not as prominent as the solo trumpet.

21.(ID2)

- *1) An accent can be felt on every other beat.
- 2) Accents don't fit on every third beat.
- 3) Accents don't fit on every fifth beat.
- 4) Accents don't fit on every sixth beat.

22.(IIID)

- 1) The Baroque rhythm is more consistent and this piece lacks a Baroque basso continuo.
- *2) This piece exhibits many elements of classical style including tuneful, balanced melody, flexible rhythm, and homophonic texture.
- 3) The Renaissance texture is polyphonic and the orchestra did not exist.
- 4) The Romantic style has more extreme contrasts of mood and extended harmony.

23.(ID3)

- *1) Allegro is a fast and lively tempo. This piece is fast and lively.
- 2) Andante is a moderate tempo. This piece is faster than andante.
- 3) Grave is an extremely slow tempo. This is a fast piece.
- 4) Largo is also a slow tempo. This is a fast piece.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option for UExcel exams](#), using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill the Introductory Music History or Literature core Requirement for the music major, as a Humanities general education course, or as a free elective for all Excelsior College degree programs that allow for free electives.

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Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

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