

ANN J. BROWNE, *Pianist*

53 School Street

(609) 555-1234

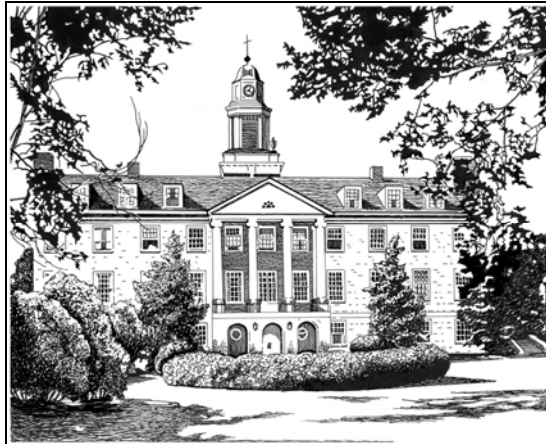
Princeton, New Jersey 08540

ajbrowne@something.com

- OBJECTIVE** To obtain a position as a Piano Teacher or Accompanist in a college setting.
- EDUCATION** Westminster Choir College of Rider University, Princeton, NJ
Master of Music, **Piano Accompanying and Coaching**, May 2004
- Ithaca College, Ithaca, NY
Bachelor of Music, **Piano Performance**, Minor in German, May 1996
GPA: 3.8
- PRINCIPAL TEACHERS** Westminster Choir College: Phyllis Lehrer, Ingrid Clarfield
Ithaca College: Karl Paulnack, Irma Vallcillo
- COACHING/ ACCOMPANYING EXPERIENCE** **Private Coach**, Princeton, NJ 2004 - present
Coach graduate and undergraduate singers preparing for recitals, competitions, lessons, and juries. Facilitate understanding and internalization of text and context, and their relationship to the musical setting. Promote fine diction and fidelity to the score.
- Westminster Choir College of Rider University, Princeton, NJ
Vocal Institute Accompanist Summers, 2004 - present
Accompany daily voice classes, sectional rehearsals, and final performance in summer program for high school vocalists.
- Boston Conservatory of Music, Boston, MA
Staff Accompanist 2000 - 2002
Accompanied Conservatory students in voice lessons, juries, and recitals. Increased schedule from three lessons to approximately 40 students per week.
- TEACHING EXPERIENCE** Boston Conservatory of Music, Boston, MA
Piano Teacher – Conservatory Extension 2000 - 2002
Taught private piano lessons to children and adults at beginning and intermediate levels.
- ADMINISTRATIVE EXPERIENCE** Boston Conservatory of Music, Boston, MA
Executive Assistant – Conservatory Extension 2000 – 2002
- Employment Training Institute, Boston, MA 1996 - 2000
Administrative Assistant
- LANGUAGES** Fluent in Italian and German.

References Are Available Upon Request

CAREER SERVICES
Westminster Choir College of Rider University



WRITING TARGETED RESUMES
and
JOB CORRESPONDENCE

Westminster Choir College of Rider University
101 Walnut Lane
Princeton, NJ 08540
609-921-7100, ext. 8217
WccCareers@rider.edu

WRITING TARGETED RESUMES AND JOB CORRESPONDENCE

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What is a Resume?

A resume is not an autobiography.

It is a simple outline of your experience, education, and skills.

It is not an in depth recounting all of your employment history.

Your resume is a marketing tool and you are the product being sold.

It is most often used for these purposes:

- ◆ To get an interview/audition
- ◆ To create interest/prompt questions
- ◆ To highlight your strong points
- ◆ To show you meet the job qualifications
- ◆ To demonstrate that you can make an immediate and valuable contribution

The information should always RELATE TO A SPECIFIC JOB.

That means using different resumes for different jobs, as needed.

The rules of resume writing are simple:

- ◆ There are no rules that can't be broken (with good cause).
- ◆ Do not be modest.
- ◆ Do not lie.
- ◆ No spelling or grammar mistakes.

Remember: You have control over your first impression.

Your resume is the first thing that a potential employer will see.

They will be looking at it during your interview.

After you have left, it will remind them who you are.

The ABCs of Resume Writing

ACCURACY

A resume is a concise, accurate summary of your qualifications and career aspirations.

Collect information on your

- Academic preparation
- Experience
- Extracurricular and community involvement
- Honors, special achievements, memberships, affiliations

Make a list of EVERYTHING you have done. This will include all work experience, performances, student government work, etc. This list will not only provide you with many items for inclusion in your resume, it will also start you on your way towards examining your skills, likes, dislikes and values in relation to the career path you are creating.

BREVITY

The preferred resume is one to two pages. An accurate, brief and clearly stated summary of your experience will sell. If your resume is more than one page, the most important information must be on the first page.

CONSISTENCY

A resume must be clear and consistent. It must "read well". When presenting each type of work-related experience, be concise and clear in your information. Maintain uniform margins, avoid complete sentences, and highlight consistently. Avoid the use of italics.

THE INITIAL EMPLOYER SCAN

The first time an employer takes a look at your resume, he/she will briefly "scan" it and look for specific characteristics. Thus, to make it past the "first cut", your resume should contain these characteristics:

- ® First, neatness, organization and correct grammar are essential.
- ® Second, you must communicate your qualifications to employers in the most effective manner possible.
- ® **Finally, it is important to gear your resume to the needs of the employer.**

PARTS OF A RESUME

The resume is typically organized into sections arranged from most to least important. The following is a description of the parts of a resume.

Identifying Information

This should include name, present and permanent addresses and telephone numbers including area codes. Include an E-mail address.

Career Objective/Summary of Qualifications

If you have a specific job which you are pursuing, you may wish to write a brief objective. You may change the objective to tailor your resume to the job for which you are applying. If you are interested in more than one career field and are not able to modify each objective statement on your resume, you will want to omit this section on the resume and include it in the accompanying cover letter. Instead of an objective statement or in addition to one, you may want to include a section which summarizes your skills and/or qualifications. This section will help you to focus your resume on qualifications which are important to your potential employer.

Examples of summary statements are:

- ® Excellent time management skills developed through working 25 hours per week while a full-time student.
- ® Developed leadership skills by serving as a community assistant responsible for 40 residents.
- ® Knowledge of WordPerfect 5.1 & 6.0, Windows 95, Microsoft Office and Lotus 1-2-3.

Education

For each post-secondary degree (most recent first), list:

- ® The name and location of your college/university
- ® Your degree
- ® Date of graduation
- ® Your major, minor and concentration
- ® Include GPA if 3.0 or above. If your overall GPA is not 3.0 or more, you may use your GPA in your major.

Experience

In a consistent manner, list your work experiences in reverse chronological order (most recent first). Experiences may include full-time or part-time employment as well as summer jobs, volunteer work and internships.

Follow these guidelines:

- ® List your job title, the employer's name, city and state.
- ® List related skills, responsibilities and results of your actions.

- ® Highlight when an increase in responsibility occurred or when you received a promotion.
- ® Use numbers to qualify information, i.e., "cash sales of \$9,000" or "supervised four clerks".

This may require several sections including Professional Experience, Related Experience, and Other Work Experience. Work related to your chosen field should be singled out. This style of resume is more functional, requiring that the positions listed in each section are chronological. However, each section may appear differently on every resume, depending on the job to which the resume is being targeted.

Employers do not expect recent graduates to have a great deal of professional experience, so do not be concerned if you cannot list extensive experience. However, some evidence of being familiar with the world of work is beneficial. This may include summer jobs that you have returned to for several summers, or off-campus positions that you carried throughout your studies.

Activities

Employers look for well-rounded individuals who involve themselves with extracurricular activities. You may want to:

- ® Include both college and community activities.
- ® List professional affiliations.
- ® Highlight activities closely related to your career goals and/or the needs of the employer.

Honors

List any honors which indicate your strong academic abilities, i.e., honor societies, scholarships, awards and dean's lists.

References

You may state: "References available upon request" at the bottom of your resume. Create a listing of your references with work addresses and phone numbers on a separate page. Always make sure that you have permission from individuals before listing them as references.

DESCRIBING YOUR PREVIOUS POSITION

The best way to sell yourself is to let people know what you have accomplished in the past. What have you developed? Sometimes, however, we need a little push to start thinking about our accomplishments. Action words are a great way to describe the things we have done in previous jobs, and they also can start the thinking process. Try the next exercise as you work on your resume.

1. Write the name of your present or past employer on a sheet of paper.
2. Write your present or past title that you have held.
3. Look at each word that is listed below and try to remember if you have done anything in relation to one or more of those which should be considered an "accomplishment". For example, if you originated something, explain what you did and the possible results of your actions.
4. Don't try to use every word listed below. Just let them serve as starting points for your accomplishments and results.

ORGANIZED	PLANNED	INCREASED
STRUCTURED	DIRECTED	EXPANDED
BUILT	DEVELOPED	
	DESIGNED	ELIMINATED
ORIGINATED	SOLVED	REMOVED
CONCEIVED		REPLACED
INTRODUCED	STRENGTHENED	
CREATED	UPDATED	CONDENSED
LAUNCHED	ADAPTED	COMBINED
DEvised	MODERNIZED	EXPEDITED
	TRANSFORMED	SIMPLIFIED
PROPOSED	MODIFIED	
RECOMMENDED	CONVERTED	
	IMPROVED	GUIDED
	INFLUENCED	STREAMLINED

ADDITIONAL ACTION VERBS

achieved	collaborated	employed	launched	realized
acquired	communicated	expanded	led	reinforced
adopted	coordinated	facilitated	modified	reviewed
arranged	demonstrated	founded	obtained	secured
awarded	designed	identified	organized	structured
budgeted	distributed	illustrated	produced	synthesized
coached	edited	integrated	provided	

WHAT IS A COVER LETTER?

This is a **letter** written to a prospective employer to:

- Inquire if there are any available positions which fit your qualifications
- Answer a job advertisement
- Ask for a job application form
- Arrange for a job interview

A **letter** is a formal means of introducing yourself to a prospective employer. It should tell the reader:

- Why you are writing
- Why you are a strong candidate for the position
- Why you are interested in that particular situation or location
- That you are looking forward to a personal interview

In many situations, this is the first contact with a prospective employer so the appearance of the letter corresponds to the impression you make in the first minutes of the interview.

- Personalize and target each cover letter to a specific person if at all possible, not just to "Superintendent". Form or "xeroxed" cover letters are never appropriate.
- In the opening paragraph, state your reason for writing. Mention your interest and how you learned about the organization and a specific position.
- In the middle paragraph, highlight your educational credentials, work experiences and personal attributes that qualify you for the position. Use specific examples from your extracurricular activities, coursework and employment which demonstrate acquired skills such as leadership, decision making, and communication. Refer the reader to your enclosed resume for more details. This is not a rehash of the resume, but rather an enhancement of the information contained on the resume.
- In the closing paragraph, ask for an interview. If applying to a position in the business world, indicate that you will call on a certain date to arrange a mutually convenient time for an appointment. Offer to provide any additional information, which may be needed for a favorable consideration. If there are restrictions concerning when and how you can be reached, these should also be provided.

Print your **letter** on the same high quality paper as your resume, proofread for misspellings, grammatical errors, and poor writing before you send it.

DO NOT FORGET TO SIGN THE LETTER!!!

SUGGESTED COVER LETTER FORMAT

Your address: **(Include street number and name of street, box number if applicable, city, state, and zip code)**

Date

Name **of the person who receives this letter**

Title **of same**

Address **of same**

Dear **(Name)**:

The introductory paragraph should clarify your reason for writing (e.g., requesting an application) and explain how you learned about the position. Indicate that you have enclosed your resume.

Briefly describe what you are interested in doing from a career standpoint, and the work you have done which prepares you for this specific position (where practical and work experiences are limited, stress academic preparation). Refer to items in your resume that pertain to the position and elaborate on them. Indicate where your complete credential file and/or transcript can be obtained.

Express an interest in discussing/auditioning for the position and indicate what your next step will be (telephone for an appointment, will forward your credential file, etc.).

Sincerely yours,

(Your signature here)

Your name typed

Enclosure **(This tells the reader that something else is enclosed, e.g. your resume.**

Sample Cover Letter

Westminster Choir College
of Rider University
101 Walnut Lane, SBN #50
Princeton, New Jersey 08540-3899
January 13, 2005

Ms. Janice L. Cooper
Music Search Committee Chair
First Presbyterian Church
3 Church Street
Westward, Ohio 13786

Dear Ms. Cooper:

I have just learned through the Office of Career Services at Westminster Choir College of your congregation's search for a new Minister of Music. At this time I would like to express my interest in the position and have enclosed a resume for your review.

In your announcement of this position, you indicated a need for a person with much experience with handbells. One of my reasons for attending Westminster Choir College was its strong bell choir program. I have had the opportunity to be a member of the College Bell Choir and have for the past two summers been a participant in their countrywide tours. I strongly believe that a bell choir program can be a good strengthening and recruiting tool for a church music program. My church experience has also included working with adult and youth choirs. To obtain experience and knowledge of children's choirs I have taken a special summer workshop in the Development and Training of Children's Choirs, given at Westminster Choir College.

Under separate cover, you will receive my confidential dossier from Westminster Choir College. I will be pleased to come for a personal interview at your request. You may reach me by telephone at my college dormitory, 609-921-7102. Since I have classes during the day, it would probably be better to call in the evening. I appreciate your time and consideration and look forward to hearing from you soon.

Sincerely,

Andrea Michaels

Enclosure

David Kincaid
50 Sunrise Avenue
Ewing, New Jersey 08628
(609) 555-1234 kincaid@aol.com

PROFESSIONAL EXPERIENCE

Assistant Professor of Music, University of Delaware, Newark, Delaware; 2005 – present

- Direct University Chorale (music majors) and Choral Union (large community choir)
- Teach courses in choral literature and choral conducting

Director of Music, St. Mary's Church, Manville, New Jersey; 2000 – present

- Direct adult choir for Sunday morning service
- Provide vocal training and coaching
- Teach music literacy skills (Kodaly Method)

Conducting Intern, Westminster Conservatory Chorale, Princeton, New Jersey; 2000 – 2001

- Conducting Internship
- Assisted in directing honors choir for high school students
- Led sectional rehearsals and warm-ups
- Prepared and performed choral works in Spanish and Russian

ADDITIONAL PROFESSIONAL EXPERIENCE

Founder and Artistic Director of *Cantores Russici*, a 20-voice chamber choir specializing in the preservation and performance of Russian sacred music, 2002 – present

Assistant Director of the Rutgers University Glee Club, 2003 – 2005

Baritone Soloist – Fuma Sacra: Princeton, New Jersey, 1999 – present

EDUCATION

Rutgers University, New Brunswick, New Jersey

Master of Music, May 2005

Choral Conducting with Dr. Patrick Gardner

Westminster Choir College of Rider University, Princeton, New Jersey

Bachelor of Music, May 2001 GPA 3.38

Church Music Major, Voice Principal, Piano Minor

Choral Studies with Dr. Joseph Flummerfelt, Dr. James Jordan, Andrew Megill

PRESENTATIONS

- **Guest Lecturer** – Eastern Rite traditions. Philadelphia College of Bible, 2005
- **Discussion Leader** – Byzantine liturgy, music, and spirituality. Our Lady of Mount Carmel Church, Doylestown, Pennsylvania, 2005

HONORS/AWARDS

Winner of John Finley Williamson Award for Musical Excellence, 1998 – 1999

Westminster Trustee Scholarship, 2000

William and Mary Rennacker Scholarship, 2000 – 2001

Dean's List, Westminster Choir College of Rider University

REFERENCES

Available from the Office of Career Services, Westminster Choir College, Princeton, New Jersey

Adam Jones

359 Nassau Street, Princeton, New Jersey 08540
(570) 847-1234 · MisterJones@aol.com

EDUCATION

Westminster Choir College of Rider University, Princeton, New Jersey
Bachelor of Music in Music Education
GPA: 3.60

May, 2004

Music Education with Frank Abrahams, Patrick Schmidt and Lynnel Joy Jenkins; Vocal Studies with Guy Rothfuss; Choral Conducting with James Jordan, Andrew Megill and Heather Buchanan; Music History and Theory with Anthony Kosar, Sharon Mirchandani, Joel Phillips, Barton Bartle, and Ronald Hemmel; Educational and Developmental Psychology with Ron Filler; Woodwind and Brass Instruments with Eric Haltmeier; String Instruments with Satoko Robert; Piano with Betty Stoloff; Music Theatre with Nathan Brewer.

Special Seminars with Bernice McCarthy (Learning Styles); Judith Cooke Tucker (Multi-Cultural Choral Music); Lisa Parker (Dalcroze Eurhythmics); Robert Abramson (Dalcroze specialist); Edwin Gordon (Founder of Gordon Method); Christopher Azzara (Improvisation and Gordon Music Learning Theory); Jane Frazee (Orff specialist); Heather Buchanan (Body Mapping); Patrick Schmidt (Critical Pedagogy for Music Education); Simon Carrington (Choral Conducting); Moses Hogan (Spirituals and Choral Conducting);

CERTIFICATION

New Jersey Special Subjects: Music K - 12 – Certificate with Advanced Standing
4MAT System – Level 1

Bernice McCarthy's teaching model that combines student learning styles with right and left mode hemispheric processing.

INTERNSHIP

Westminster Conservatory Youth Chorale
Westminster Conservatory, Princeton, New Jersey

Fall, 2003 – Spring, 2004

Conducting Intern responsible for voice building, warm-ups and sectional rehearsals for high school level honors choir at Westminster Conservatory. Conducting experience with baton technique in a choral program that integrated Critical Pedagogy for Music Education (CPME) in a comprehensive select mixed choral program.

TEACHING EXPERIENCE

Whippany Park High School, Whippany, New Jersey
Music Teacher

Fall, 2003

Conducted three mixed choirs. Developed choral warm-ups and lesson plans that addressed choral and vocal issues in the repertoire while encouraging good vocal technique and strong choral habits. Accompanied rehearsals on piano. Assisted with individual instruction. Taught two sections of basic music theory. Prepared for and performed in two school concerts.

Pennsbury High School, Fairless Hills, Pennsylvania
Music Teacher

Spring, 2003

Conducted large mixed choir, women's choir and men's chorus. Developed choral warm-ups that addressed choral and vocal issues in the repertoire while encouraging good vocal technique and strong choral habits. Accompanied sectional rehearsals on the piano. Assisted with individual instruction.

Westminster Music Theatre Workshop
Westminster Choir College of Rider University, Princeton, New Jersey
Teaching Assistant

Summers, 2002, 2003

Assisted in teaching acting classes and scene study. Supervised high school students in college dormitories and chaperoned off-campus trip to New York City.

Millstone River School, West Windsor, New Jersey Fall, 2002

Student Teacher

Taught classroom music to children grades K – 5 in a supervised practicum. Emphasized Kodály and Orff strategies that developed creativity and musical literacy skills. Created listening lessons that engaged children in active listening. Correlated lesson content to meet benchmarks of National Standards for Music Education. Differentiated instruction to meet individual student learning styles and special education students mainstreamed into the classroom.

LEADERSHIP

Music Educators National Conference Student Chapter 2003 – 2004

Chapter Officer responsible for Public Relations.
Editor of campus newsletter and head of staff.

American Choral Directors Association Student Chapter 2002 – 2003

Chapter Vice-President. Developed programs that increased membership and brought visibility to the College.

Class Officer 2002 – 2003

Treasurer. Managed finances and assisted in planning activities and Fundraising.

Student Government Association 2001 – 2002

Westminster Choir College of Rider University, Princeton, New Jersey
Treasurer. Developed and managed student government budget, including income and disbursements.

**PERFORMING
EXPERIENCE**

Actor's Company - Nathan Brewer, Director 2001 – present

Westminster Conservatory, Princeton, New Jersey

Roles include: Margaret Cusack and Company (ensemble)

Sweeney Todd (ensemble)

Riders to the Sea (Bartley)

Hello Again (Husband)

Pit Orchestra: *Do Black Patent Leather Shoes Really Reflect Up?* (Trumpet)

Westminster Symphonic Choir – Joseph Flummerfelt, Conductor 2002 – 2004

Performances with New York Philharmonic, Cleveland Orchestra and New Jersey Symphony.

Appear on Recordings of Dvorak's *Te Deum* and *Zalm 149*.

Westminster Singers - Andrew Megill, Conductor 2001 – 2003

Westminster Choir College Summer Concert Series Summers, 2002 – 2003

Featured Performer in *Lies and Legends: The Music of Harry Chapin*.

Featured Performer in *Closer Than Ever: The Music of Maltby and Shire*.

Westminster Handbell Choir – Kathy Ebling-Thorn, Conductor 2000 – 2001

**AWARDS AND
HONORS**

Alpha Lambda Delta – Professional Music Honors Society

Dean's Award – Scholarship

Dobbin's Award – Scholarship

MEMBERSHIPS

Music Educators National Conference

American Choral Directors Association

REFERENCES UPON REQUEST

ANN J. BROWNE, *Pianist*

53 School Street
Princeton, New Jersey 08540

(609) 555-1234
ajbrowne@something.com

OBJECTIVE To obtain a position as a Piano Teacher or Accompanist in a college setting.

EDUCATION Westminster Choir College of Rider University, Princeton, NJ
Master of Music, **Piano Accompanying and Coaching**, May 2004

Ithaca College, Ithaca, NY
Bachelor of Music, **Piano Performance**, Minor in German, May 1996
GPA: 3.8

PRINCIPAL TEACHERS Westminster Choir College: Phyllis Lehrer, Ingrid Clarfield
Ithaca College: Karl Paulnack, Irma Vallcillo

COACHING/ Private Coach, Princeton, NJ 2004 - present

ACCOMPANYING EXPERIENCE Coach graduate and undergraduate singers preparing for recitals, competitions, lessons, and juries. Facilitate understanding and internalization of text and context, and their relationship to the musical setting. Promote fine diction and fidelity to the score.

Westminster Choir College of Rider University, Princeton, NJ
Vocal Institute Accompanist Summers, 2004 - present
Accompany daily voice classes, sectional rehearsals, and final performance in summer program for high school vocalists.

Boston Conservatory of Music, Boston, MA
Staff Accompanist 2000 - 2002
Accompanied Conservatory students in voice lessons, juries, and recitals. Increased schedule from three lessons to approximately 40 students per week.

TEACHING EXPERIENCE Boston Conservatory of Music, Boston, MA
Piano Teacher – Conservatory Extension 2000 - 2002
Taught private piano lessons to children and adults at beginning and intermediate levels.

ADMINISTRATIVE EXPERIENCE Boston Conservatory of Music, Boston, MA
Executive Assistant – Conservatory Extension 2000 – 2002
Employment Training Institute, Boston, MA 1996 - 2000
Administrative Assistant

LANGUAGES Fluent in Italian and German.

References Are Available Upon Request

KRISTIN HORNER

2504 Pheasant Hollow Drive
Plainsboro, NJ 08536
(609) 275-9870
Kristin@rider.edu

EDUCATION

Westminster Choir College of Rider University, Princeton, NJ
Masters of Music in Sacred Music, May 2004

Oberlin Conservatory of Music, Oberlin, OH
Bachelor of Music in Organ Performance, May 2002
3.85 GPA

SACRED MUSIC EXPERIENCE

Spotswood Performance Church, Spotswood, NJ
Organist and Choir Director, 2002 – present: Direct adult choir of 10 members; rehearse soloists; Choose choral repertoire including music appropriate for a monthly contemporary service; direct annual Christmas cantatas.

Old Stone United Methodist Church, Elyria, OH
Organist and Choir Director, 2000 – 2002: Directed an adult choir of 10; chose repertoire; produced and directed an annual Christmas cantata; developed and directed a 10 member children's choir; organized and directed Choral Abendmusik concerts.

Fairfax Presbyterian Church, Fairfax, VA
Church Music Internship, Winter, 2000: Led adult and youth handbell choirs, graded children's and youth choir, and the adult choir in rehearsal and in worship; played organ in worship; attended faculty meetings and music and worship planning sessions.

Emmanuel Lutheran Church, Elyria, OH
Organist, 1999 – 2000: Provided music for worship; accompanied choir.

OTHER MUSICAL EXPERIENCE

Shrine Mont Camps and Conferences (Episcopal): Art Camp, Music and Drama Camp
Program Director, Summers 2000, 2002: Organized and led activities for campers aged 9-17; ensured Smooth operation of counseling staff.

Counselor, Summers 1998, 1999.
Accompanist, Summers 1998 – 2001: Accompanied biblically based musicals; Taught sectionals.

Westminster Concert Bell Choir
2002 – 2004: Toured nationally.

Oberlin College Handbell Choirs
1998 – 2002: Organized and was a member of two groups (a quarter and full-sized ensemble) which played concerts in the Oberlin Community. Arranged a tour for the quartet In January 2002.

REFERENCES ON REQUEST

Kiera Doan

Soprano

PERFORMANCES

OPERA

L'Italiana in Algeri (cover/youth perf.)	Elvira	Central City Opera	2004
The Face on the Barroom Floor	Isabel/Madeline	Central City Opera	2004
Così fan tutte	Despina	Westminster Opera Theater	2003
A Midsummer Night's Dream	Tytania	Westminster Opera Theater	2002
Manon Lescaut	Featured Soloist	Spoletto Festival USA	2002
The Tender Land (Act 1)	Laurie	Westminster Opera Theater	2001
La Clemenza di Tito	Chorus	Westminster Opera Theater	2000
Il Tabarro	Seamstress Chorus	Spoletto Festival USA	2000
Die Burgschaft	Kleine Chorus	Spoletto Festival USA	2000

COMPETITIONS

Finalist	Marian Anderson Awards	2003
Regional Finalist	MacAllister Awards	2003
Encouragement Award	Metropolitan Opera National Council New Jersey District	2003
Semi-Finalist	Heida Hermanns International Voice Competition	2002
1 st Place	New Jersey NATS-Senior Division	2002
1 st Place	Westminster Choir College Voice Awards	2001
2 nd Place	New Jersey NATS-Junior Division	2000

CHORAL

Westminster Choir: select touring and recording choir of 30 voices under the direction of Joseph Flummerfelt. Performances with Berlin Philharmonic, New York Philharmonic, Orchestra of St. Luke's.

Westminster Symphonic Choir: recording choir of 105+ voices under the direction of Joseph Flummerfelt. Performances with New Jersey Symphony, Philadelphia Orchestra, New York Philharmonic.

TRAINING

APPRENTICE EXPERIENCE

Central City Opera/Bonfils-Stanton Foundation Training Program-Apprentice Level Summer 2004

TEACHERS AND COACHES

Laura Brooks Rice (primary teacher), Julian Rodescu, J.J. Penna, Dalton Baldwin, Rich Cordova, Allison Voth, Deborah Scurto-Davis

EDUCATION

Westminster Choir College of Rider University, Master of Music, May 2004

Westminster Choir College of Rider University, Bachelor of Music, 2002 *summa cum laude*

ADDITIONAL SKILLS

Proficient in French, Italian, German, winner of the Priscilla Silz Award for Excellence in the study of German; 14 years of piano study; training in acting and dance.