

Music Therapy BM

Clinical Musicianship Skills

Goal Description:

BM music therapy students will demonstrate foundational competence in vocal and self-accompaniment skills prior to commencement of clinical training experiences.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Practicum Readiness - Chord Progressions

Learning Objective Description:

Students will demonstrate the ability to competently play on piano and/or guitar a given set of major (I-IV-V-I in C, D, and G major) and minor chord (i-iv-V-i in a, d, or e minor) progressions with a steady tempo, consistent accompaniment pattern, and accurate and fluid chord changes.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

Indicator Description:

Each student will be required to pass the Practicum Readiness Evaluation (PRE) prior to the start of Music Therapy Practicum courses. The evaluation can be repeated up to two times. Music therapy faculty developed current iteration of the PRE in consultation with music therapy assessment consultants hired through an Office of Assessment and Planning mini-grant, as well as through review of PRE-style evaluations that other institutions utilize. SHSU music therapy professors serve as jurors and utilize a rubric to evaluate students' performances across a variety of criteria, which they will average to calculate overall scores for the chord progression component and song accompaniment component.

Attached Files

 [PRACTICUM PROF eval](#)

Criterion Description:

Scores for the PRE are determined by the attached rubric and 4-point scale. An average score of 3 is required in each section in order to pass the PRE. Students who earn a 2.8 or 2.9 in one or both sections will earn a grade of "pass with reservations" and will need to re-do the lower-scored section(s) at the end of the semester and earn a score of 3.0 in order to continue in practicum the following semester.

Attached Files

 [PRE.Rubric.xlsx](#)

Findings Description:

As of writing, faculty are still assessing students' PRE video submissions (part of the PRE was completed in person and part required a video submission). Once we complete the evaluation process, we will update this section with findings information.

RELATED ITEM LEVEL 3

Practicum Readiness Evaluation

Action Description:

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RELATED ITEM LEVEL 1

Practicum Readiness - Song Accompaniment

Learning Objective Description:

Students will demonstrate the ability to competently sing while accompanying themselves a total of four different songs, including: 1) a song of their choice, sung acapella (does not need to be memorized); 2) a song of their choice, sung while accompanying themselves rhythmically using body percussion or a percussion instrument of their choice (does not need to be memorized); 3) a song from a children's movie/cartoon/show, sung from memory while accompany themselves on piano or guitar in the key of their choice; and 4) a common preschool or folk song, sung from memory while accompanying themselves on piano or guitar in a key of their choice that is different from the key they selected for the other guitar/piano accompanied song.

RELATED ITEM LEVEL 2

Practicum Readiness Evaluation

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Music History

Goal Description:

BM music students will be knowledgeable regarding the general history of music and proficient in identifying composers, genres, and styles of compositions from the representative periods of Music History they have studied.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Music History Writing Skills

Learning Objective Description:

Students will develop the necessary skills to discuss and explain in detail important concepts related to music history. Students will also be able to write in a clear, fluent manner consistent with norms within the field.

RELATED ITEM LEVEL 2

Improving Music History Learning by Writing

Indicator Description:

The traditional semester essay will be replaced by a regular journal assignment in which students have to reflect on the weeks' topics and bring them into a concise piece of writing. In this way writing becomes a learning tool rather than an more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

Criterion Description:

Overall performance of students who regularly complete the journal assignment is expected. Moreover, students should display significant improvements in their writing—particularly style, grammar, and expression.

RELATED ITEM LEVEL 3

Music History Learning Through Writing

Music Theory

Goal Description:

BM music therapy students will become proficient with the necessary fundamental skills associated with Music Theory.

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Sight Singing Assessment

Learning Objective Description:

Each student will demonstrate a proficiency in music literacy skills, such as effectively demonstrating the ability to sight sing a diatonic and a chromatic melody using solfege. The assessment of sight singing within the Music Theory curriculum highlights important skills covered in the core Music

Theory and Musicianship sequence, such as: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

RELATED ITEM LEVEL 2

Sight Singing Assessment

Indicator Description:

At the completion of Musicianship 3, the capstone class within the core sequence for performance-based skills in the Music Theory curriculum, students will be assessed on their sight singing ability of both diatonic and chromatic music. The sight singing assessment tool will allow faculty to collect data in the following areas: musical fluency, pitch accuracy, rhythm accuracy, and solfege mastery.

Criterion Description:

This semester (Fall 2021) we are currently collecting data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas is 8, which is admittedly high. After collecting the data, we will investigate the results.

Areas of assessment in sight singing (diatonic and chromatic music):

- (1) Musical Fluency
- (2) Pitch Accuracy
- (3) Rhythm Accuracy
- (4) Solfege Mastery

Findings Description:

Data was collected Fall 2021 (Musicianship 1) and Spring (Musicianship 2).

On a scale of 1 to 10, the benchmark in all areas is 8.

- 1) Musical Fluency: 7.5
- 2) Pitch Accuracy: 7.0
- 3) Rhythm Accuracy: 8.0
- 4) Solfege Mastery: 8.0

RELATED ITEM LEVEL 3

Sight Singing Assessment Diagnostic

Action Description:

Based on the findings, sight singing assessment will continue to be an area for continued improvement in the Music Theory division.

Faculty buy in is a top priority to standardize pedagogical practices.

The following teaching method will be implemented beginning Fall 2022:

Standard Guidelines for Singing a Melody at Sight

- 1) Understand the clef, key signature, and time signature
- 2) Determine the correct conducting pattern
- 3) Play the tonic on the piano and sing a tonicization pattern and/or scale to establish the key

4) Prepare to sing the melody silently (audiate the melody)

5) Perform the melody while conducting without stopping

Music Therapy Board Certification

Goal Description:

BM music therapy students will be fully prepared to obtain board certification in music therapy and to practice ethically as professional MT-BC's (Music Therapists - Board Certified).

Providing Department: Music Therapy BM

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Music Therapy Board Certification

Learning Objective Description:

Following the completion of all coursework, including the music therapy internship, students will evidence sufficient knowledge for board-certification in the areas of music therapy referral, assessment, and treatment planning; treatment implementation and termination; documentation and evaluation; and professional development and responsibilities.

RELATED ITEM LEVEL 2

Board Certification Examination

Indicator Description:

Following completion of the undergraduate program, students planning to practice as professional music therapists must pass the national board-certification examination administered by the Certification Board for Music Therapists (CBMT).

Criterion Description:

CBMT disseminates quarterly both institution-specific and national board-certification pass rates. These pass rates are separated out by first-time exam takers and repeat test takers, with first-time pass rates being the purest form of data. As a program, we consider a first-time pass rate at or above the national average to be adequate.

In addition to information about first-time and repeat test takers' pass rates, CBMT provides on request ultimate pass rates, which are look back at a particular period of time to gauge how many candidates from the university have ultimately passed, regardless of if it was their first attempt or a repeat attempt. As a program, we consider an ultimate pass rate of 80% to be adequate.

Findings Description:

As of writing, the program is awaiting the CBMT to send us the most updated first-time and ultimate pass information for SHSU, which we anticipate we will receive in the next few weeks. Once we receive this information , we will update this section with findings information.

RELATED ITEM LEVEL 3

Board Certification Examination

Action Description:

As of writing, faculty are still awaiting pass information from the CBMT. Once we receive this information, we will update this section with actions.

Performance Application

Goal Description:

Students in the BM must be able to perform a variety of undergraduate repertoire, demonstrating musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

Providing Department: Music Therapy BM

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Instrumental/Vocal Performance Proficiency

Learning Objective Description:

Each student will demonstrate, through a juried performance, proficiency in instrumental/vocal performance relative to technical command, rhythmic accuracy, intonation, tonal control and musicianship.

RELATED ITEM LEVEL 2

Instrumental/Vocal Performance Proficiency

Indicator Description:

Students perform an end-of-semester juried performances for applied faculty in their specific area that demonstrates the culmination of their semester's work. Students must also show consistent progress in key areas of their respective instrument/voice and perform at an acceptable level corresponding to their grade level, and must pass a "proficiency" which demonstrates a minimum skill set before being permitted to register for upper level applied instrument credits. The ideal is for each student to pass the proficiency at the first attempt; however, due to the rigorous application of indicator standards that are common to the SHSU applied faculty, a high, yet realistically attainable criterion is that students should pass the proficiency hearing with no more than three (3) attempts. The School of Music considers 90% of the students passing their proficiency every semester to be successful.

Criterion Description:

The students' proficiency jury will be used to evaluate and indicate the pass/fail rate. A minimum of three faculty adjudicators rate the juries and agree on a final proficiency outcome.

Findings Description:

Data was collected in both the fall and spring semesters for students attempting a proficiency. There were 27 students in total that attempted a proficiency in AY 22. Of those 27, 24 students successfully passed, while 4 failed, for an overall passing rate of 88.9%.

RELATED ITEM LEVEL 3

Instrumental/Vocal Performance Proficiency

Action Description:

The School of Music set the criterion for the Performance Assessment at 90% pass rate. In AY 22, we fell just shy of that mark by 1.1%. The School of music will continue to raise the skill set level of our lower-level students by enforcing standards set by applied faculty and recruiting high-level musicians to fully reach the 90% pass rate.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Assessment areas in music therapy consist of two broad areas: 1) music therapy discipline-specific applied skills that relate to professional preparation; and 2) core music skills required of all music majors, regardless of concentration (therapy, education, composition, or performance). In terms of music therapy-specific applied skills and professional preparation, music therapy faculty recognize that in order to best prepare out students for competent professional practice, we need to spend significant time examining our

curriculum for strengths, weaknesses, and opportunities so that we can intentionally develop and incorporate planned actions related to clinical musicianship and professional disposition, as well as board exam preparation. All music therapy faculty will be involved in this plan.

In terms of core music skills, pedagogical changes and formats arising from the COVID19 pandemic interfered with the ability for faculty to implement most planned assessments and to reliably gather data that can inform future improvements and actions. During the upcoming assessment cycle, music faculty tasked with assessment in all the core music areas or theory, music history, and performance will work together to ensure planned assessments occur so that we can begin to analyze and take action on the data.

Update of Progress to the Previous Cycle's PCI:

Performance: The assessment plan was changed this year from a subjective qualitative approach to an objective quantitative approach. Since this assessment includes all instruments and voice, it is difficult to ascribe standards across all applied instruments due to their varying difficulties and expectations. The quantitative approach allows each area faculty to assess the students according to expectations and standards for the individual instrument, with the School of Music desiring a 90% overall pass rate. This allows the overall School of Music performance assessment to be objective. We feel this is a much more accurate assessment of our students skills in regard to their applied proficiency.

Music Theory: The music theory division has continued to use online resources to assist students building their musical skills. One such area of pedagogical implementation is using Auralia as a technological aid to help students build their sight singing skills.

New Plan for Continuous Improvement Item

Closing Summary:

Performance: Because the performance goal fell slightly short of the criterion, the applied faculty will continue to work to raise the skill set of students preparing for their proficiency. By working to address the deficiencies as well as continuing to recruit high-level musicians, the School of Music is confident that proficiency pass rate will improve.

Music Theory: Based on the results from the sight singing assessment, the music theory division will continue to focus on improving students' overall musicianship skills in the area of successfully singing a melody at sight. This musical skill is a good indicator of basic musical competency, which assesses students' overall ability to quickly integrate their pitch and rhythmic fluency. By building a comprehensive pedagogical approach amongst the faculty, the School of Music is confident that students' skill level will improve to reach the benchmark in the following areas in sight singing: overall musicianship, rhythmic accuracy, pitch accuracy, and solfege accuracy.

Practicum Readiness Evaluation: Will update this section once findings and actions are entered.

Board Certification: Will update this section once findings and actions are entered.