

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

Progress: Completed

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 "provisional pass" 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:

90% of students that attempted the PRE at the end of the Fall semester 2023 passed to begin practicum in the Spring 2024 semester. Those who did not pass on their first attempt were granted a second attempt and passed. In total 100% of students met the objective to enter practicum with an average score of 3 or higher.

RELATED ITEM LEVEL 3

Practicum Readiness Evaluation

Action Description:

Improvements will be made to the curriculum of Introduction to Music Therapy and Fundamentals of Guitar. Additional improvements include advanced guitar techniques in the Music Therapy Techniques 2 courses. Additional curriculum will be implemented to improve student knowledge and skills in cultural competency and genre selection. The faculty will increase the requirements for memorization and aural skills. Additional resources will be provided for students to access voice lessons off campus, if indicated as a need. Further practicum barriers need to be implemented to maintain and improve musicianship skills and standards in accordance with the AMTA. Faculty will engage in more experiential learning opportunities for students throughout the music therapy curriculum to ensure students have high musicianship skills appropriate for music therapy upon graduation. Curriculum updates will include education on genre characteristics and strumming and accompaniment patterns within specific genres. Faculty will also provide additional aural and vocal education for healthy singing and pitch finding.

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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RELATED ITEM LEVEL 3

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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

Progress: Completed

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.

Findings Description:

The use of copy/paste and AI have significantly interfered with this assignment type. Half of the faculty will therefore move to a handwritten format in the next academic year.

RELATED ITEM LEVEL 3

Music History Learning Through Writing

Action 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 a more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

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

Progress: Completed

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 (Fall 2023) 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 2023) we collected data for sight singing assessment.

On a scale of 1 to 10, the benchmark in all areas for assessment is 8, which is admittedly high. After collecting the data, we investigated 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:

The findings for diatonic sight singing are as follows:

Musical Fluency: 8.8

Pitch Accuracy: 8.5

Rhythm Accuracy: 8.8

Solfege Accuracy: 8.8

Criterion in all assessment areas of diatonic sight singing were met.

The findings for chromatic sight singing are as follows:

Musical Fluency: 8.2

Pitch Accuracy: 8.0

Rhythm Accuracy: 8.8

Solfege Mastery: 8.4

Criterion in all assessment areas of chromatic sight singing were met.

RELATED ITEM LEVEL 3

Sight Singing Assessment Diagnostic

Action Description:

Based on the assessment from Fall 2023, the benchmark areas related to diatonic and chromatic sight singing are currently being met. The music theory faculty discussed that moving forward these benchmark areas will be enhanced beginning in the next academic year with the adoption of a new music theory textbook and musicianship textbook to even better affect student learning and overall skill level. In addition, the music theory faculty have had meetings with the music therapy faculty to brainstorm how the music theory curriculum can help the music therapy students build practical skills for their professional duties, such as being able to sing standard songs that music therapists use with their clients. In coordination with the music therapy faculty, the musicianship curriculum will be enhanced with at least 10 popular songs that students will be able to sing with lyrics. Students will also work on being able to transpose these songs to another key at sight, an important skill that music therapists must hone to be able to successfully sing with their clients.

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

Progress: Completed

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 70% to be adequate.

Findings Description:

60% of students passed on their first attempt with 80% of students passing in total.

RELATED ITEM LEVEL 3

Board Certification Examination

Action Description:

Based on the results of the board certification pass rates we met the ultimate pass rate with 80%; however, fell short on the national average of 70% for first attempts. As a result we will modify the curriculum to include exam questions modeled in the style of the board exam to better prepare students for board examination. Additionally, exams will include timed, multiple-choice questions with multiple correct answers, but only one most correct answer to encourage critical thinking.

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 ITEM LEVEL 1

Instrumental/Vocal Performance Proficiency**Learning Objective Description:**

At the completion of the fourth semester of applied study, 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 a pass rate of 90% of the students attempting 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.

Attached Files

 [WW Proficiency Exam Example Spring 2022.pdf](#)

 [Voice Proficiency Exam Example Spring 2022.pdf](#)

Findings Description:

The School of Music had 11 music therapy majors attempt a proficiency this academic year. Of the 11 attempts, three did not pass on the first attempt, which was a 72% pass rate. While this number is lower than the goal, the three unsuccessful attempts did pass on the second try, thereby still meeting the overall goal within three (3) attempts.

Attached Files

 [BM Music Therapy Proficiency Results.pdf](#)

RELATED ITEM LEVEL 3

Instrumental/Vocal Performance Proficiency**Action Description:**

The School of Music will continue to use the pass/fail of the proficiency as a benchmark for assessment, with a 90% pass rate as a goal for the school. This has consistently been a good benchmark of understanding how our students are progressing through their applied performance studies.

Update to Previous Cycle's Plan for Continuous Improvement Item**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):****Closing Summary**

1. The performance assessment plan for the upcoming year will continue to focus on recruiting higher level players and singers, and ensuring that the current students are gaining the skills as needed to be successful in the applied proficiency. The applied faculty are continuing to raise their recruitment

efforts as the learning loss from COVID is being seen in the new students, which is a challenge to maintain high standards.

2. In the music history area, 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 a more or less unrelated activity. Furthermore, the instructors can give feedback on the students' writing in a more targeted fashion.

Update of Progress to the Previous Cycle's PCI:

1. This past year (Fall 2023-Spring 2024), the music theory faculty focused specifically on assessing sight singing, both diatonic and chromatic. The results indicated that all benchmark areas associated with sight singing are achieved.
2. The School of Music enrollment looks very good for the Fall 2024. Because the proficiency jury typically takes place at the end of the 4th semester of study, we will need more time to determine if the skill level of incoming students continues to trend upward.
3. In the music history area, the traditional semester was be replaced by a regular journal assignment in which students had to reflect in pairs on the weeks' topics and bring them into a concise piece of writing.

New Plan for Continuous Improvement Item

Closing Summary:

1. The music theory curriculum will be enhanced beginning in Fall 2024 with the adoption of new textbooks in the music theory curriculum and the musicianship curriculum. The new textbooks offer a rigorous and holistic approach to studying the mechanics of music that we think will support positive student outcomes. The music theory faculty and the music therapy faculty also plan to collaborate during the next academic year to find pedagogical intersections that can positively affect student learning. One such area (re: singing and transposing popular songs) has already been identified for inclusion starting Fall 2024 within the musicianship curriculum. The music theory faculty have also identified an essential initiative (re: entrance/diagnostic exams for first year students and transfer students) that will be discussed at the School of Music retreat in August 2024. Together with colleagues in the School of Music, the music theory faculty plan to chart a course of action how entrance/diagnostic exams can successfully be used to positively affect student learning and success.
2. The School of Music will continue to use the pass/fail of the proficiency as a benchmark for assessment, with a 90% pass rate as a goal for the school. This has consistently been a good benchmark of understanding how our students are progressing through their applied performance studies. In addition, the faculty will continue to make recruitment of high level incoming students a priority for the program. As high school programs continue to recover their enrollments and skill levels post-COVID, this will continue to become a reality at the college level.
3. The music history curriculum has identified significant problems with student focus caused be use of technology in the classroom. Furthermore, suspected copy-past plagiarism and use of generative AI have rendered the traditional homework writing assignments all but impossible to grade. Some of the classes will therefore move to a handwritten-only format and its impact assessed.