

Music Therapy Undergraduate Program Handbook

This program leads to the bachelor's degree and eligibility to take the examination given by the Certification Board for Music Therapists (CBMT). The music therapy curriculum at the University of Kansas affords skill development in a broad spectrum of general music therapy to prepare entry-level music therapists. Professionals who pass the CBMT exam are granted the credential, Music Therapist-Board Certified (MT-BC). This program typically requires eight semesters of full-time work on campus plus six months of full-time internship in an AMTA-Approved setting.

This handbook has been prepared to help Music Therapy majors plan a program of study that will lead to a broad, well-integrated professional and liberal education. It is designed to supplement the information in the KU undergraduate and graduate catalogs. In order to be eligible for a degree the student must satisfy requirements at three levels; the general requirements of the University, the requirements of the School of Music, and the requirements of the music therapy program. The curriculum meets the constraints of various certifying and accrediting agencies, including the North Central Association of Secondary Schools and Colleges, the National Association of Schools of Music, and the American Music Therapy Association (AMTA).

Music therapy majors enroll in the School of Music. They are eligible to take credit/no credit courses under the regulations published in the catalog and schedule of classes.

Admission to the music therapy program requires a successful audition as well as all the other requirements for admission to the university. A successful audition qualifies the student for private study in the major performance medium.

Curriculum sheets, listing the course and other requirements for the degree, are available on the website (www.memt.ku.edu) and in the MEMT office. Students should follow the requirements listed on the curriculum sheet that is in force at the time they enter the program.

Advising System

Each undergraduate is assigned a faculty advisor. Each student consults with the advisor to plan enrollment for subsequent semesters. The advisor is available to help, to suggest ways to avoid course conflicts, to recommend courses particularly beneficial for various emphases, and to offer career guidance.

The responsibility for taking appropriate courses and for meeting other requirements rests upon the student. Lack of knowledge of any requirement does not free the student from meeting that requirement. All students should sign up for a graduation check with the School of Music Student Services Office, 450 Murphy one year prior to their graduation date.

Professional Organizations

The Music Therapy Student Association (MTSA) provides opportunities for students to further their professional education and perform services for others. MTSA holds regular meetings during the year and sponsors a variety of activities. Student members often attend and participate in AMTA regional and national conferences. Student membership in the professional organization (AMTA) includes subscriptions to the official journals of that organization. Information concerning activities and memberships will be announced in classes and/or posted on e-mail.

The Music Therapy Professional Sequence

Requirements for the Music Therapy Professional Sequence are located on the application for Admission to the undergraduate Music Therapy Professional Sequence. This application is available on the MEMT and SOM website at <http://music.ku.edu/programs/memt/pdf/appmtprofseqadmiss.pdf> and in the MEMT office in 448 Murphy Hall.

Musical Performance Proficiency Requirements

Process Concerning the “Major Applied Medium” for MEMT Majors

Each student must complete an applied audition for admission to the School of Music as an MEMT major. Students then enroll for private instruction in that medium under the appropriate course number.

The typical audition is approximately 10 minutes in length, during which the student will perform scales, studies, solo literature, and other materials that may be specified by the appropriate applied music area. The evaluation committee will include two or more members of the applied music faculty from the appropriate area.

The evaluation will result in either acceptance or denial status for the student in that major applied performance medium. Notice of the status will be provided to the student in writing, with a copy to the student’s departmental file.

Major Performance Medium

Each student must become proficient in a major performance medium. This proficiency serves important professional functions for the music therapist. The professional often finds it necessary to demonstrate musical effects in his or her work. Proficiency in the major medium is needed to demonstrate such effects. The professional’s performance skill must be sufficient to justify self-respect and the respect of others, both musicians and non-musicians.

In order to assure that each student has reached satisfactory competence in the major medium, a “quiz-out” is required. Successful completion of the semester of study in the applied music number 422, Senior Project, certifies that they have reached “quiz-out” level. One of the requirements of this course is performance of an acceptable senior recital in the major performance medium. This recital typically includes at least a half-hour of music; part of this recital must be solo.

Music Therapy majors are required to take a minimum of 8 semesters of the major performance medium at 2 hours credit per semester, culminating in completion of XXXX 422.

Course Numbering System for Applied Music (Studio Lessons in Major Performance Medium)

<u>Number</u>	<u>Credit</u>	<u>For Whom</u>
121	2	freshmen (1 st semester)
121	2	freshmen (2 nd semester)
221	2	sophomores (3 rd semester)
221	2	sophomores (4 th semester)
321	2	juniors (5 th semester)
321	2	juniors (6 th semester)
421	2	seniors (7 th semester)
422	2	senior (8 th semester) culminating senior project (recital)

Applied Music Studio Assignments

All students must audition before any studio assignments are considered. Following a successful audition, students are assigned to applied studios according to availability of space (teaching load).

In the case of multiple studios such as piano and voice, students may request a specific assignment, and a request for a specific instructor will be honored whenever possible. Students not pursuing a music degree or a music minor are, by necessity, given lowest priority for applied study.

In order to remain enrolled in studio instruction, all undergraduate and MM students who enroll in any level of studio instruction (including non-major levels) in band and orchestral instruments must audition for and perform as assigned in a major instrumental ensemble* each semester in which they are enrolled. For music majors, one ensemble taken for credit each semester is required for graduation. Exceptions to this policy are allowed on a case-by-case basis and only by the ensemble conductor in consultation with the faculty member in the studio area, or the faculty advisor in music therapy as appropriate.

*KUSO, Wind Ensemble, Symphonic Band, Marching Band, Jazz Ensemble I

Keyboard/Functional Skills

Functional skills in music are essential to success in music therapy. Such skills include accompanying, improvising, “faking,” sight-reading, and the like. Students must complete these skills early in the curriculum, as they are needed for class and field work, clinical practicum, and performance/conducting sequences.

Music Therapy students must have keyboard skills sufficient to be successful in PIAN 288 or 310. All keyboard skills courses should be completed during the first four semesters of enrollment on campus.

Students without prior keyboard experience will take the group piano sequence consisting of PIAN 144, 148, 284, 288. Students whose major performance medium is piano or organ will take PIAN 310.

Information on the Keyboard Skills Placement Examination is available on the MEMT and SOM website at <http://music.ku.edu/resources/docs/schoolofmusic/placementexams.shtml>.

Music Theory Placement Examination

This examination, which includes both written and ear-training components, is required of all junior college students and undergraduate transfer students who have not completed a four-semester theory sequence with an accredited NASM school. New freshmen (non-transfer) students who have received extensive training in music theory may take the exam; however, new freshmen students are not required to take the exam.

Additional information on the Music Theory Placement Examination is available on our MEMT and SOM website at <http://music.ku.edu/resources/docs/schoolofmusic/placementexams.shtml>.

Ensemble Credit

The music therapy major requires students participate in eight semesters of ensemble. At least five of these semesters must include participation in major auditioned ensembles. The major auditioned ensembles include University Symphony Orchestra, Symphonic Band, Wind Ensemble, University Marching Band, Jazz Ensemble I, University Singers, Concert Choir, and Chamber Choir. Most students take more than the minimum requirement in ensemble. Students select ensembles from those most appropriate to their major performance medium; instrumentalists usually take part in band and/or orchestra, while singers usually take part in a variety of ensembles during their academic careers. Many small ensembles, including Collegium Musicum and Jazz, are available for credit.

Clinical Practicum Work Prior to Clinical Internship

After admittance to the professional sequence, music therapy majors participate in four semesters of clinical practicum in the field. Practica assignments may be within the on-campus music therapy clinic or may be in the field in Lawrence or surrounding communities. The student music therapist will have experience with individuals, small, and large groups and with a variety of populations spanning children, adolescents, adults, and elderly.

Music Therapy Quiz-Out Sequence

As part of the clinical practicum sequence, students will participate in a series of music therapy quiz-outs. The intent of quiz-outs is for the student music therapist to demonstrate skills in singing, accompanying, and essential leadership qualities. The Clinic Supervision Team (CST) will evaluate student music therapist's progress as a review panel.

These occur as follows:

Group Leadership Skills Quiz-Out	To be taken at the end of MEMENT 196
Pre-Practicum Quiz-Out	To be taken at the end of MEMENT 296
Practicum Quiz-Out	To be taken at the end of Level 1 Clinical Practicum
Internship Comprehensive Exam	To be taken at the end of Level 3 Clinical Practicum

Group Leadership Quiz-Out (to be completed prior to entering the Clinical Techniques Class)

Preparation

Prior to the Quiz-Out:

Schedule a time with the Clinical Supervision Team for the end of the semester. Sign-up sheets will be posted on the Program Director's door. The music therapy undergraduate student is responsible to schedule and pass this quiz-out before entering MEMENT 251 class. The music therapy graduate equivalency student is responsible to schedule and pass this quiz-out at the end the first semester of academic coursework.

Singing:

1. The music therapy student will select 5 songs suitable with one each for early childhood, elementary-aged, adolescents, adults, and elderly. One should be familiar, one should be unfamiliar, and one should be a round.
2. Prepare a song sheet of the lyrics to these 5 songs for the Clinic Supervision Team. This list should include the student's name and the title "Group Leadership Quiz-Out" and the date of the quiz-out. Please use as little paper as possible.
3. The music therapy student should practice and memorize one verse and the chorus for each of these 5 songs.

Implementation

During the Quiz-Out:

The music therapy student will:

1. Introduce their self with an appropriate speaking voice.
2. State the title of one song. (The first song is to be chosen by the student and sung alone.)
3. Find the accurate starting pitch.

4. Give a "Ready Sing" cue and physically cue the CST to begin singing. Be aware that the CST will not sing but will be listening to the process instead.
5. Student will teach one unfamiliar song. CST will participate.
6. Student will lead one round. CST will participate.
7. Provide appropriate facial expression and physical proximity to the group.
8. Scan the group continuously while making eye contact with each individual member of the Clinical Supervision Team.

The music therapy student will be evaluated on:

1. clarity of speaking voice
2. effective eye contact with the group
3. appropriate physical proximity and facial expression
4. accurate starting cues
5. correct singing intonation.

PRE PRACTICUM QUIZ-OUT (to be completed prior to entering the first practicum placement)

Preparation

Prior to the Quiz-Out:

Schedule a time with the Clinical Supervision Team for the end of the semester. Sign-up sheets will be posted on the Program Director's door. The music therapy student is responsible for scheduling and passing this quiz-out before they begin the Level 1 MEMT 396 practicum.

Singing:

1. The music therapy student will select 10 well-known songs that would be appropriate for a diverse range of clients. Each song must contain at least three different chords.
2. The music therapy student will prepare 5 copies of this **list** of songs to be distributed to the Clinical Supervision Team. This list should include the student's name and the title "Level 1 Quiz-Out".
3. The music therapy student should practice and memorize one verse and the chorus for each of these 10 songs. Each song will be accompanied on a portable instrument. A "portable instrument" is defined as a pitched instrument that can be used for accompaniment while the music therapy student is leading group singing. Examples that are appropriate for this Quiz-Out include: guitar, electric keyboard, ukulele or piano (in lieu of portable electric keyboard).

Vocal Imitation:

1. The music therapy student will be asked to vocally imitate a 2-measure melodic phrase. These phrases will be in a major tonality and will be in duple, triple, or quadruple meter.

Implementation

During the Quiz-Out:

The music therapy student will:

1. Introduce their self.
2. State the title of the song. (The first song is to be chosen by the student and sung alone.)
3. Find the accurate starting pitch.

4. Give a "Reading Sing" cue and physically cue the CST to begin singing.
5. Sing and play the song from memory.
6. Provide appropriate facial expression.
7. Scan the group continuously while making eye contact with individual members of the Clinical Supervision Team.
8. Provide musical closure through either appropriate chord resolution or tempo ritard.

The music therapy student will be asked to sing other songs from the provided list.

PRACTICUM QUIZ-OUT

Music therapy students must be proficient on two portable instruments, guitar and piano/keyboard, prior to entering Level 2 Practicum. A third instrument such as autoharp, accordion, or ukulele may also be used if preapproval is granted. Students should know basic chords in several keys, a variety of strum and rhythm patterns, and a basic song repertoire suitable for: children, adolescents, adults, and older adults. The repertoire should show a representation of therapeutic appropriateness for a variety of populations.

Preparation

Prior to the Quiz-Out:

Schedule a time with the Clinical Supervision Team for the end of the semester. Sign-up sheets will be posted on the Program Director's door. The music therapy student is responsible for scheduling and passing this quiz-out before they begin the Level 2 MEMT 396 practicum.

Singing:

1. The music therapy student will select 40 songs that would be appropriate for clients within the four categories of: children, adolescents, adults, and older adults. The 40 songs should be equally distributed among the four categories. Happy Birthday must be included on the list. These songs need not be memorized.
2. One of the 40 songs must be an original composition written by the music therapy student. Both the melody and lyrics need to be original, no piggybacking of original lyrics onto an already existing melody. This song does not need to be notated; it is to be performed only.
3. The music therapy student should be prepared to play each song choice in the keys of C, D, E, G, and A major **or** e, a, and d minor. The student should be prepared to transpose each of the 40 songs to any other of the required keys in the appropriate tonality. Songs in minor keys must be included on the list.
4. The music therapy student should be prepared to play using different strumming patterns on the guitar and different accompaniment patterns on the piano.
5. The music therapy student must be able to explain the reason for using each song with a particular client group citing **an observable, measurable objective** and how this song could be used in an application to address this objective. S/he must also be able to suggest which songs on the list may be able to be used with other client groups and why.
6. The music therapy student should practice one verse and the chorus for each of these 40 songs. Each song will be accompanied on a portable instrument. At least two different instruments need to be used during the quiz-out.
7. The music therapy student will prepare 3 copies of this list of songs to be distributed to the Clinical Supervision Team. This list should include the student's name, the date of the quiz-out and the title "Practicum Quiz-Out". Beside each of the 40 songs, state the key in

which the music therapy student will initially play and sing the song. For each song, the music therapy student should indicate which accompaniment instrument will be used. A potential observable, measurable objective for each song should be included on this document.

Functional Accompaniment:

At the Quiz-Out, the music therapy student will be asked to create an accompaniment to an unfamiliar melody. A member of the Clinical Supervision Team will sing a song that may be unfamiliar to the music therapy student. The student must find the key and play along on the portable instrument while the examiner sings the melody a subsequent time. The student should be able to use at least the I, IV, and V7 chords.

Implementation

During the Quiz-Out:

The music therapy student will:

1. Introduce their self.
2. State the title of the song. (The first song is to be chosen by the student and sung alone.)
3. Find the accurate starting pitch. Play an appropriate introduction.
4. Give a "Ready Sing" cue and physically cue the CST to begin singing.
5. Sing and play the song.
6. Provide appropriate facial expression.
7. Scan the group while making eye contact with individual members of the Clinical Supervision Team. Although the song material is not required to be memorized, a certain level of appropriate eye contact is still assumed.
8. Provide musical closure through either appropriate chord resolution or tempo ritard.
9. Explain why an individual song was chosen for a particular client group.
10. Be prepared to discuss an additional population for which the song would be appropriate and how it might be used.
11. Transpose the song if requested to do so.

INTERNSHIP COMPREHENSIVE EXAMINATION

Students in Level 3 of the practicum sequence (MEMT 396) will sign up for their Internship Comprehensive Exam prior to entering Level 4 practicum.

Preparation

1. prepare a 20 minute music therapy session suitable for a population in which you anticipate interning
2. use both piano and guitar in your session, memorize all material
3. bring a copy of your resume
4. plan on professional dress
5. mentally prepare yourself for questions in the following areas
 - a. therapeutic intervention in your chosen site
 - b. yourself as a therapist, strengths and weaknesses
 - c. music therapy in general
 - d. your past practicum experiences
 - e. goals for your practicum
 - f. etc.

Comprehensive Exam

1. introduce yourself and present resume
2. lead a simulated session with Clinic Team functioning as clients
3. interview with Clinic Team and faculty

Comprehensive Exam (cont.)

4. Introduce yourself and present resume
5. Lead a simulated session with CST functioning as clients
6. Interview with CST and faculty

Music Therapy Internship

Students should ask for an Application of Evaluation for Music Therapy Internship Eligibility one year in advance of their completion of coursework. During the last year of coursework, music therapy students apply for internship at an approved facility. A list of approved internship institutions is located at <http://www.musictherapy.org>. Once accepted, the student may be required by the facility to sign an internship contract sometimes known as an affiliation agreement. The student must bring this document to the Music Therapy Academic Director to be approved by the University General Counsel and signed by the Dean of the School of Music. **The student should turn in the Music Therapy Internship Information Sheet found at <http://music.ku.edu/programs/memt/pdf/mtinternshipdatasheet.pdf>, to the MEMT office once they have been accepted and prior to leaving for their internship.**

Following completion of coursework, music therapy students enroll in Clinical Internship. The bachelor's degree is awarded after successful completion of the internship. Completion of the internship and the academic work qualifies the individual to apply to take the examination given by the Certification Board for Music Therapists (CBMT). Professionals who pass this examination are granted the credential, Music Therapist Board Certified (MT-BC). The internship is usually for a six-month period and should be completed within a year after the end of coursework. The internship carries academic credit of at least six semester hours.

The following is the pertinent address information on the American Music Therapy Association (AMTA).

American Music Therapy Association
8455 Colesville Rd., Suite 1000
Silver Spring, MD 20910
Phone: 301-589-3300
Fax: 301-589-5175
e-mail: info@musictherapy.org
web site: www.musictherapy.org

POLICY ON PREREQUISITES FOR AND COMMITMENT TO CLINICAL INTERNSHIP IN MUSIC THERAPY

The clinical internship is, from a professional standpoint, the culmination of the undergraduate program in music therapy. It is an integrative supervised series of professional activities and responsibilities. Many advanced demonstrations of knowledge, training, and skill are necessary prior to commencement of interning.

Arranging institutional positions for therapy interns is not easy, and "last minute" changes and withdrawals compound the difficulties. It is important to the student, the division, and the cooperating institution that a definite commitment is made well before the internship is to begin.

Because of the need for professional preparation and proper institutional placement, the following policies are applicable to all undergraduate therapy majors.

1. Prerequisites that must be completed prior to the clinical internship are as follows:
 - a. All coursework
 - b. All functional skills requirements
2. Music therapy majors must complete the necessary internship application procedures, and provide evidence that all internship prerequisites have been or are being completed, at least four and one-half months and preferably one year prior to the time at which they plan to begin the internship. If evidence of completion or near completion is lacking, the application for internship will not be approved, and the student will have to delay the internship period.
3. Once a student has been assigned to an internship position, he or she is required to complete the experience in the assigned time period. In the event that a student should withdraw once an assignment has been made, MEMT faculty approval is required before he or she can submit an application for another assignment.

Notice from the University of Kansas: Safety and Crime on Campus

The annual security report about KU safety policies, crime statistics, and campus resources is available online at www.ku.edu/safety or on paper by contacting the Dean of Students, 133 Strong Hall, (785) 864-4060.

This notification is required by the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.