

SECTION II. INSTRUCTIONAL PROGRAMS PORTFOLIO

SECTION II.A. Certain Curriculum Categories – Introductory Information

1. Performance – To meet our goal to provide outstanding performance opportunities for our students in a variety of ensembles, we audition/select students to perform in the various ensembles. They perform repertory that is of the finest quality and from most periods of music (appropriate to the ensemble).

Ensembles include:

Symphony Orchestra	Wind Symphony
Chamber Ensembles	Symphonic Band
Chamber Singers	University Chorus
Women's Choir	Jazz Bands (2)
Jazz Combos	Woodwind & Brass Quintets
Percussion Ensemble	Flute Choir
Clarinet Choir	Various special performing groups

Copies of programs that give examples of the quality of music performed are at MDP Size and Scope tab.

Bachelor of Music students are required to be in ensembles for a minimum of 7 semesters.

2. Musicianship Skills and Analysis – To support the Music Department objectives to offer quality training for majors in music education, performance, pedagogy, and music therapy, basic musicianship is emphasized in the undergraduate curriculum. These courses are required of all music majors, including music therapy:

- Musicianship
 - MUSC 1100 Music Fundamentals
 - MUSC 1110 Music Theory I
 - MUSC 1120 Music Theory II
 - MUSC 2110 Music Theory III
 - MUSC 2120 Music Theory IV
- Aural Skills
 - MUSC 1130 Aural Skills I
 - MUSC 1140 Aural Skills II
 - MUSC 2130 Aural Skills III
- Keyboard Harmony (Piano Skills)
 - MUSC 1170 Keyboard Harmony I
 - MUSC 1180 Keyboard Harmony II
- Computer Technology

- MUSC 2180 Computer Applications in Music

3. Composition/Improvisation – To meet our goals regarding composition/Improvisation we include basic composition and basic composition in our keyboard harmony and Music Theory III & IV courses. We offer Jazz Improvisation as a separate class but it is not required of all majors.

Course syllabi for the core courses are at Appendix V

5. History/Repertory – To meet our goals of giving students a solid foundation in music history and repertory we offer the following courses required of all music majors:

- Music History
 - MUSC 3110 Music History I
 - MUSC 3120 Music History II
 - MUSC 3190 Music History III
- World Music
 - MUSC 3160 World Music

Within the specific degrees additional repertory and literature courses are required.

Specific Degree plans for the Bachelor of Music and the Bachelor of Science are in the MDP I size and scope tab.

6. Synthesis – To reach our goals regarding the synthesis of musical training we focus on bringing all the aspects of theory, aural skills, keyboard harmony and history into the performance “laboratory – ensembles.” It is through the performance of music and writing about music that students gain the global view of what music is about and how to perform or teach effectively.

Music Education Programs

In addition to the music core requirements, music education majors take a series of methods class in percussion, woodwinds, brass, strings and voice that prepare them to teach beginners in these areas. They have a classroom management class, methods and materials courses and conducting.

They are required to take 25 credit hours in Secondary Education class that include clinical experience and student teaching.

Between the music requirements and the state mandated education requirements, students go through a very rigorous and demanding degree program.

Music Education Degree outlines are at the MDP I Size and Scope tab.

Section II.B. SPECIFIC PROFESSIONAL BACCALAUREATE DEGREES IN MUSIC

Submitted for Renewal of Final Approval

1. **Bachelor of Music in Performance (piano, voice, woodwinds, brass, percussion, strings, harp)** - Students majoring in Music Performance at USU have the opportunity to focus on their specific instrument or voice, working with qualified faculty to hone their skills as professionals. Upon fulfilling the degree requirements, students in this program are qualified to enter the professional music business, ready for a career in music performance or private teaching, or to enter into a graduate studies in music performance.

2. **Curricular tables are at Appendix II**

3. **Assessment of Compliance with NASM Standards**

Please see MDP II Section B for compliance with NASM Standards.

Submitted for Renewal of Final Approval

1. **Bachelor of Music in Music Education (Band, Choir, Orchestra, Guitar)** - The Bachelor of Music Degree in Music Education prepares students to teach general music, orchestra, band, and choir in elementary and secondary schools. Students may pursue an emphasis in choral, guitar/general, orchestral, or band education. We are proud that our past graduates from the music education program who have sought a music teaching position have achieved 100 percent job placement upon graduation. Utah State graduates are among the highest-qualified candidates for teaching positions in our state, and many of them are regarded as master-teachers and models for the profession in this region of the country.

2. **Curricular tables are at Appendix II**

3. **Assessment of Compliance with NASM Standards** – In addition to the music core requirements, music education majors take a series of methods class in percussion, woodwinds, brass, strings and voice that prepare them to teach beginners in these areas. They have a classroom management class, methods and materials courses and conducting.

They are required to take 25 credit hours in Secondary Education class that include clinical experience and student teaching.

Between the music requirements and the state mandated education requirements, students go through a very rigorous and demanding degree program.

Music Education Degree outlines are at the MDP I Size and Scope tab.

Submitted for Renewal of Final Approval

1. **Bachelor of Music in Pedagogy (piano)** – the goals of the piano pedagogy degree are to provide students with the training, background and experience to be highly successful piano/keyboard teachers. Students will have a solid fundamental music foundation and an in depth knowledge of pedagogy. The USU Piano Program is recognized throughout the country and the world as one of the finest undergraduate programs in piano performance and pedagogy. Students from all over the world attend USU to study with USU piano faculty in both performance and pedagogy. During the 2002-2003 academic year, piano majors included students from Italy, Spain, Armenia, Arizona, California, Nevada, Idaho, and Utah. Graduates of the USU piano program are successful in a diverse array of fields. Many alumni serve as faculty at such universities as Missouri Western State College, Utah State University, and Iowa State University, to name a few. Many other piano program graduates have distinguished careers in piano teaching. Some, such as Laura Zisette and Kathleen Lloyd, have even built successful small businesses. Finally, others have used their degrees as foundations for careers in medicine. Simply put, students in the USU piano program receive an educational foundation for a lifetime.

2. Curricular tables are at Appendix II

3. Assessment of Compliance with NASM Standards

The piano performance and piano pedagogy degrees are similar by design, as our primary focus is to provide foundational training for our piano majors.

The differences that are noticeable on the degree program sheets are:

- 1) Piano Performance majors perform a Junior Recital (MUSC 4920 – 1 credit). Piano Pedagogy majors do not perform a Junior Recital.
- 2) Piano Performance majors take 6 credits of Advanced Piano Pedagogy (MUSC 4410, MUSC 4420). Piano Pedagogy majors only take 4 credits of Advanced Piano Pedagogy.
- 3) Piano Performance majors perform a one hour Senior Recital (MUSC 4920 – 2 credits). Piano Pedagogy majors perform a ½ hour Senior Recital (MUSC 4920 – 1 credit).

Differences that are not evident on the degree program listings are:

- 1) The jury completion requirements differ for the two degrees. A Piano Performance major must complete jury levels 1 through 9 with minimum barrier scores. A Piano Pedagogy major must complete jury levels 1 through 7 with minimum barrier scores. (For reference, the minimum score for level 1 is 88, and this increases sequentially so that the barrier scores for level 7 is 94 and for level 9 is 96.)
- 2) Specific practice requirements are determined by the studio teacher; however, it is expected that a Piano Performance major will devote significantly more time to private practice. A Piano Pedagogy major will spend significant time teaching through the Youth Conservatory, our teacher-training laboratory program.

Submitted for Renewal of Final Approval

1. **Bachelor of Science in Music Therapy** – the goal of the music therapy program is to prepare students for a successful career in the music therapy field or prepare them to go on to a master degree in music therapy. Included in this goal is the need to have students well-grounded in basic music skills, provide them the necessary skill set required of a music therapies, and help them develop the personal traits that will help them be successful. According to the American Music Therapy Association, Music Therapy is an established healthcare profession that uses music to address physical, emotional, cognitive, and social needs of individuals of all ages. Music therapy improves the quality of life for persons who are well and meets the needs of children and adults with disabilities or illnesses.

The curriculum we offer meets all the standards of NASM and the National Associate of Music Therapists.

2. **Curricular tables are at Appendix II**

3. **The curriculum we offer meets all the standards of NASM and the Music Therapists National Association (MTNA).**

Baccalaureate Degree in Music Therapy

- 3 Essential Competencies, Experiences, and Opportunities (*in addition to those stated for all degree programs*):
 - 3.a *Advanced keyboard skills, including the ability to play at sight, accompany, transpose, and improvise.*
Advanced keyboard skills are addressed in the music core curricula and additionally for music therapy majors through group piano instruction (MUSC 4930)

- 3.b *Ability to sight-sing and take aural dictation.*
Addressed in music core curricula
- 3.c *Skills in voice, especially as related to group singing. Ability to communicate using a basic repertory of traditional, folk, and popular songs.*
Vocal skills are addressed in private, individual instruction, and through music experiences throughout four semesters of Clinical Field Training (MUSC 3330/USU Clinical Field Training Manual). A repertoire of 75 songs is required of all music therapy majors by the end of the academic/pre-internship component. Students are periodically evaluated through a series of three level exams to assess their mastery of this competency. These skills are first emphasized in MUSC 2320 (Music Therapy Methods and Materials) and carried through the remainder of the student's academic and clinical training components.
- 3.d *Guitar skills sufficient to accompany self and ensembles. Ability to perform a basic repertory of traditional, folk, and popular songs in several keys, with or without printed music.*
Guitar skills are addressed in private, individual instruction, and through music experiences throughout four semesters of Clinical Field Training (MUSC 3330/USU Clinical Field Training Manual). A standardized repertoire list of 100 songs is required of all music therapy majors. Students are periodically evaluated through a series of three level exams to assess their mastery of this competency. These skills are first emphasized in MUSC 2320 (Music Therapy Methods and Materials) and carried through the remainder of the student's academic and clinical training components.
- 3.e *Knowledge of and performance ability on percussion and other instruments sufficient to facilitate rhythm-based musical experiences for individuals and groups.*
Undergraduates are required to take MUSC 1800 (Percussion Techniques) and MUSC 1320 (Music Therapy Ensemble) which emphasize skill and technique on various percussive and non-symphonic instruments and facilitation skills for group music-making experientials, respectively. Students practice these skills throughout four semesters of Clinical Field Training (MUSC 3330). Additionally these techniques and skills are addressed in MUSC 2320, Music Therapy Methods and Materials.
- 3.f *Conducting skills adequate to the therapist's needs in providing repertory and leadership to small and large vocal/instrumental ensembles.*
MUSC (2350) Conducting is required of music therapy majors. Conducting skills are emphasized in MUSC 1320 (Music Therapy Ensemble), MUSC 2320 (Music Therapy Methods and Materials), and throughout the four semesters of Clinical Field Training (MUSC 3330).

- 3.g *Composition and arranging skills sufficient to compose songs with simple accompaniment; and to arrange, transpose, and simplify music compositions for small vocal and non-symphonic instrumental ensembles.*
Addressed in music core curricula, and applied throughout the four semesters of Clinical Field Training (MUSC 3330).
- 3.h *Movement skills to direct and move expressively in structured rhythmic and improvisatory movement experiences.*
MUSC 2320 (Music Therapy Methods and Materials) and applied throughout the four semesters of Clinical Field Training (MUSC 3330).
- 3.i *Knowledge of the basic principles of normal human development, exceptionality and psychopathology, principles of therapy, and the therapeutic relationship.*
FCHD 1500 (Human Development)
MUSC 3310 (Music Therapy and the Exceptional Individual)
PSY 1010 (General Psychology)
PSY 3210 (Abnormal Psychology)
Principles of therapy and the therapeutic relationship are addressed extensively throughout all courses of the music therapy core curricula.
- 3.j *Knowledge of the basic foundations and principles of music therapy, including history and philosophy; the psychological, physiological, and sociological bases for the use of music as therapy; music therapy methods, techniques and materials with their appropriate applications to various client populations.*
MUSC 1310 (Introduction to Music Therapy)
MUSC 3320 (Psychology of Music)
MUSC 2310 (Observation and Behavioral Methods in Music Therapy)
MUSC 2320 (Music Therapy Methods and Materials)
MUSC 3310 (Music Therapy with the Exceptional Individual)
MUSC 4310 (Music Therapy with Adult Populations)
MUSC 3330 (Music Therapy Practicum/Clinical Field Training – four semesters)
- 3.k *Knowledge of various client populations; client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning.*
MUSC 1310 (Introduction to Music Therapy) – provides an overview of various client populations and the music therapy treatment protocol (i.e., client assessment; treatment planning; therapy implementation and evaluation; clinical documentation (both oral and written) and termination/discharge planning.
MUSC 2310 (Behavioral and Observational Methods in Music Therapy) – this course extensively emphasizes the music therapy treatment protocol

MUSC 3330 (Music Therapy Practicum/Clinical Field Training – four semesters) makes extensive use and application of the music therapy treatment protocol.

3.l *Knowledge of professional standards of clinical practice, professional role and ethics; interdisciplinary collaboration in designing and implementing treatment programs; supervision and administration.*

MUSC 4330 (Clinical and Professional Issues in Music Therapy)

MUSC 3330 (Music Therapy Practicum/Clinical Field Training – four semesters)

3.m *Knowledge of research methods to be able to interpret information, demonstrate basic knowledge of historical, quantitative, and qualitative research, and to apply research findings to clinical practice in music therapy.*

STATS 1040 (Introduction to Statistics)

MUSC 4320 (Research in Music Therapy)

MUSC 3330 (Music Therapy Practicum/Clinical Field Training – four semesters)

4 *Operational Requirements*

4.a *Professional courses in the theory and practice of music therapy must be taught by instructors who hold an appropriate professional credential in music therapy and who have sufficient clinical experience in music therapy.*

- Board certified music therapist (MT-BC) with a minimum of three years of clinical experience or its equivalent in part-time work.
- Tenured and tenure-track faculty members hold a master's degree in music therapy or related area, with a minimum of 12 semesters hours or the equivalent of graduate credits in music therapy or a related area beyond the undergraduate equivalency requirements.
- Faculty and Instructors pursue continuing education relevant to the teaching responsibilities.
- Demonstrate the following: mastery of all entry-level and selected advanced competencies in music therapy; effectiveness as a music therapy clinician in at least one area of practice; the ability to teach and clinically supervise undergraduate students; and the ability to organize and administer an undergraduate music therapy program.

4.b *Clinical training shall be provided with a representative range of client populations in a variety of settings under qualified supervision. This clinical training program shall include both pre-internship and internship experiences, which shall be designed, like academic components of the program, to enable students to acquire specific entry-level competencies. The internship is normally required prior to the granting of a baccalaureate degree in music therapy. Although NASM recognizes that some institutions make provision for this as a*

post-baccalaureate experience, music therapy students must be advised that clinical experience is required to be eligible for board certification in the field.

- Six-month, 1040 hours, clinical internship through either a University Affiliated Internship or AMTA National Roster Internship is required.
- Pre-internship experiences are provided through MUSC 3330 (Music Therapy Practicum/Clinical Field Experience), four semesters.
- Although NASM recognizes that some institutions make provision for this as a post-baccalaureate experience, this is not the case at Utah State University.

4.c *Institutions are expected to state in their published materials the specific certification eligibility to which their curricula will lead.*

- Successfully completion of all academic and clinical requirements will constitute eligibility to sit for the national certification examination to become a board certified music therapist (MT-BC).

Submitted for Renewal of Final Approval

1. **Youth Conservatory** – the YC web site has complete details about this outstanding program - <http://www.usu.edu/ycpiano/>. The program is affiliated with the Carnegie Hall/Royal Conservatory Achievement Program.

For more than 30 years, the Youth Conservatory (YC) has helped parents provide the best for their children by fostering the standards of musical excellence in a learning environment filled with enthusiasm and enjoyment. Founded in 1978 by internationally recognized pianist and pedagogue, Gary Amano, the YC occupies a central role among Cache Valley's cultural programs for young people. Each week, more than 300 pianists, ages 4–18, of varying abilities and backgrounds, come to the Chase Fine Arts Center for piano lessons and musicianship classes. Our unique program offers 30 - 85 minutes of instruction per week, with affordable tuition rates starting at \$35 a month.

The USU Youth Conservatory Achievement Program assesses each YC student's progress in the areas of technique, sight reading, aural skills, theory, and performance every semester. It is modeled after the Carnegie Hall/Royal Conservatory Achievement Program (or TAP), of which the YC is a founding member. All YC students will participate in the local Achievement Program, and those who are interested in participating in TAP can use the YC Achievement Program as a springboard to prepare for the TAP assessments, which will occur on campus at the end of each semester with visiting TAP assessors. Official TAP Assessments require additional fees, which can be viewed at <http://theachievementprogram.org/students-and-parents/fees-services>.

All YC students enrolled in private lessons should be assigned a level of the Achievement Program, and given a progress sheet with a list of requirements for that level. The progress sheets should be used in the lesson to review the requirements students work on at each level, and other books and review sheets can be used to supplement that training. Students may start at any level, and may skip levels, as their

teacher feels appropriate. Levels for technique, ear training, sight reading, and aural skills might not correspond with a student's repertoire level.

In late November and late March, students will attend a Saturday YC Achievement Day, where they will be tested on various areas of their level in front of YC teacher adjudicators. The scoring system will model that of TAP; students who earn 60 points or more in any level will receive a diploma and "graduate" to the next level of the Achievement Program. Higher scores will receive honors recognition with their diplomas:

60-69	Passing
70-79	Honors
80-89	1 st Class Honors
90-100	1 st Class Honors with Distinction

Students who complete any level between 7 and 10 will be recognized with a special award at YC Graduation in April.

Unlike TAP, the YC Achievement Program won't require repertoire pieces from a list for the repertoire requirements for each level, but will be left to the discretion of the private teacher to assign appropriate literature at a student's level. If a student is interested in taking the TAP test at the end of the semester, they should work from the required repertoire list provided by the Royal Conservatory/Carnegie Hall program and found at <http://theachievementprogram.org/>. All repertoire must be memorized.

Students are expected to participate in Achievement Day each semester, but some levels may take two or more semesters to complete. Students that don't accumulate the minimum of 60 points in a semester, or don't pass all requirements on Achievement Day, continue in the same level until they are able to complete the necessary requirements to graduate to the next level.

Teachers or students can also download the complete piano syllabus from the Carnegie Hall/Royal Conservatory Achievement Program for free. Go to <http://theachievementprogram.org/> and click on "The Program" for downloadable files.

Submitted for Renewal of Final Approval

1. **Master of Music in Performance and Pedagogy** - The primary purpose of this degree is to integrate instruction in piano pedagogy with high-level piano performance, making it a unique degree, as many MM programs in piano require students to specialize in either pedagogy or performance. The program is designed to fill an increasing demand for piano instructors who not only perform at a high level, but who also hold advanced credentials in teaching.

Students have the opportunity to acquire comprehensive knowledge of piano performance and pedagogy through research and both classroom and individualized instruction, to develop and practice professional skills, and to gain leadership experience. Master of music candidates also receive experiential