

MUSIC PROGRAMS

Mission:

The Music Department prepares students with knowledge and performance abilities for a successful music profession while gaining a strong grounding in Liberal Arts offering two different music degrees, a **Bachelor of Arts in Music degree** and a **Bachelor of Music in Music Therapy degree**.

Unlock creative potential and turn passion into a powerful career with a **Bachelor of Arts in Music** - where students don't just study music, students live it. Explore the rich world of performance, composition, history, and technology, while honing one's craft in a dynamic collaborative environment. Whether a student is dreaming of the stage, the studio, or the classroom, this degree empowers the student to make a mark on the world through music.

The **Bachelor of Music in Music Therapy** provides students with personalized mentorship, small class sizes, and a forward-thinking curriculum embracing a wide spectrum of musical styles, students graduate not just ready for the field -but ready to lead it. Hands-on clinical training and real-world experiences empower students to connect, heal, and make a meaningful impact through the power of music.

At its core, our mission is clear: to shape compassionate, innovative music therapists who are equipped to thrive in a diverse, dynamic world - and to help others thrive through music.

Vision:

Based on a rich tradition of student-centered academics and clinical experiences, students in our music programs develop agility, critical thinking, and are prepared for a diverse array of professional opportunities.

MAJORS, MINORS, CERTIFICATES:

- **Music (p. 8)** (MU.D.BA)
- **Music Therapy (p. 8)** (MUY.D.BM)
- **Music Performance/Musicianship Minor (p. 10)** (MUM.D.2022)
- **Popular Music Minor (p. 11)** (POMU.D.SUP.2022)
- **Music Therapy Equivalency (Alverno) Post-Baccalaureate Certificate** (MUY.D.MJQ)
- **Music Therapy Equivalency (Concordia Consortium) Post-Baccalaureate Certificate** (MUY.D.SEQ)

Music - Bachelor of Arts Major Information:

The program blends the richness of a contemporary music education with the depth and versatility of a liberal arts foundation. Students study general education, a comprehensive music core, and a customizable minor. Students explore hands-on training in applied music, music theory, history, and electives inspiring creativity and sharpen the craft. During the growth process, students prepare for a high-impact capstone experience.

Faculty aren't just educators, they are connected in the *music industry*! Students learn from seasoned professionals who actively perform and teach such as **Latino Arts, Inc., the Milwaukee Jazz Institute, the Milwaukee Symphony Orchestra, the Milwaukee Youth Symphony Orchestra, the Festival Symphony Orchestra, and the Wisconsin Conservatory of Music.**

Music - Bachelor of Arts Major Learning Outcomes:

1. Demonstrate creativity, independence, and musical leadership skills in analyzing, evaluating, creating, or performing musical works. (Aesthetic Engagement L5 & 6)
2. Communicate the connection and political or societal purpose of music in specific historical and cultural moments. (Communication and Valuing L5 & 6)
3. Integrate knowledge and understanding of music theory and history into performance and musical discussion. (Analysis L5 and 6)
4. Integrate musical skills and understanding of a broad range of styles and genres into practical applications in a variety of contexts. (Problem Solving L5 & 6)

Music Therapy - Bachelor of Music Information:

The Music Therapy Program is the third oldest music therapy training program in the United States. The program combines a balance of classroom education and clinical training combining musical and clinical foundational components in the liberal arts tradition. Music Therapy students connect classroom theory and real-world clinical application with a diverse group of music therapy professionals in the community.

Flourish while transformation from student to professional music therapist is the goal. Faculty believe students can achieve this by:

- Demonstrating a willingness to learn and applying feedback from instructors, peers, and through self-assessment
- Practicing responsibility for learning and developing both independent and teamwork skills
- Deepening personal inquiry through self-awareness and reflection and understanding that solutions usually have multiple approaches
- Developing and applying expression of self in class, college, and clinical settings that has clarity and confidence
- Recognizing relevance in academic and clinical experiences
- Exploring a variety of ways music promotes health and development of skills
- Engaging in all aspects of the training program with honesty and self-awareness
- Investigating and breaking down complexities into smaller ideas or concepts as your personal philosophy evolves
- Serving therapy recipients with commitment and ethical duty

The Music Therapy Training Program requires diligent and focused work. Students emerge into professional practice, working deeply and committed to making a difference. The program believes music is a form of human behavior characterized by experience in structure, self-organization, and relating to others. It has been developed on the conviction that the music therapist uses music as a tool to reach desirable non-musical behavioral objectives in varied health-care and educational settings. To use music effectively as a music therapist, students must develop a broad base of music skills, including knowledge of music theory and history; study in a primary applied instrument; basic skills in improvisation; competency in using basic music technology; and functional proficiency on a variety of instruments.

Because health and development is an intersection of biological, psychological, and sociological domains, students also need to study

the natural and behavioral sciences, including anatomy and physiology, psychology, and sociology; the curriculum is structured to facilitate the development of these skills and applications.

Students begin in-depth study in the profession in the first semester, through classroom study and by being an observer-participant in on-campus music therapy clinical settings.

Students complete 1,200 hours of clinical work prior to graduation with at least 15% (180 hours) in pre-internship experiences and at least 75% (900 hours) in internship experiences. Students may choose to fulfill this requirement during a six-month internship after all courses have been completed. Students may design an internship compatible with their personal needs and lifestyle. Alverno facilitates the internship and monitors student progress. Graduation follows successful completion of the internship. After receiving the BM degree, students are eligible to take the board certification examination. Successful completion of the examination allows graduates to use the title of Music Therapist–Board Certified (MT-BC).

PHILOSOPHY:

Music therapy faculty focus on the development of students who emerge as skilled music therapists possessing strong musicianship, a solid sense of therapeutic self and distinct professionalism. The faculty create guided experiences, which center on each student relating skills and abilities to personal and professional goals. The faculty hope to prepare professionals who are ethical, proactive, competent, dedicated to lifelong learning principles, and able to meet the needs of a rapidly changing world.

The faculty believe ability and performance-based baccalaureate and equivalency music therapy education is the ideal preparation for the professional music therapist. Students must complete eight abilities (<https://catalog.alverno.edu/geab/#abilitybasededucationtext>) reflecting contemporary life requirements as the framework for the baccalaureate degree. Students are immersed in a liberal arts framework that merges concepts from the natural and behavioral sciences and arts and humanities, with a strong focus on specialty areas of study in music, clinical and music therapy foundations. This integration provides the framework for client-centered music therapy practice, the foundation for scientific inquiry and research, ethical decision making, leadership in the practice and the profession of music therapy, and a commitment to lifelong learning.

A basic Alverno principle is that education goes beyond knowing to applying what one knows. Therefore, music therapy faculty are committed to outcome-oriented performance including public criteria, feedback, and self-assessment, which over time results in professional competence. Because self-awareness of one's learning style and needs is a necessary characteristic of a successful professional, music therapy faculty focus significantly on the process of self-assessment. Students gain an appreciation of their evolving professional selves by reflecting on learning experiences, beliefs, feelings, and society's expectations of music therapy. As accomplished learners, researchers, musicians, and clinicians, faculty members serve as role models of lifelong learning.

CODE OF ETHICS:

Music Therapy majors prepare to enter a professional field that carries certain foundations for quality, safety, and practice. As a professional holding certain ethical responsibilities, the program aspires to be ethical in communication, decision, and action. The faculty urge students to read the code of ethics adopted by the AMTA and adhered to by music therapy faculty. Students and faculty discuss the code in a variety of classes. The

code of ethics serves as a model for relationships with fellow students, faculty, clinical supervisors, clients, and community members. See the AMTA website: <https://www.musictherapy.org/about/ethics/>.

Music Therapy - Bachelor or Certificate Music Learning Outcomes:

Degree or Certificate graduates can:

1. Integrate music theory, knowledge of diversity in music, and musical leadership skills as a musician in a variety of settings. (Aesthetic Engagement L5 & 6)
2. Effectively integrate music therapy theories in clinical practice, adhering to professional standards and ethics. (Analysis L5 & 6)
3. Deliver quality music therapy services that are informed by assessment and evaluation, leading to intentional therapeutic action. (Problem Solving L5 & 6)
4. Present self as a leader in clinical and community contexts. (Social Interaction L5 & 6)

Music Therapy - Policies:

Integrated Functional Music Assessment for MUY Majors

Music Therapy majors complete an assessment for functional music skills on piano, guitar and voice based on professional competencies. There is an initial assessment of these skills connected with MUY 273 at the end of the fourth semester of studies and a second assessment connected with MUY 480C - Introduction to Advanced Studies.

The assessment does not affect a student's ability to successfully complete either course, rather, it allows for realistic assessment of each student's functional music skills required for internship.

If the student does not successfully complete this proficiency assessment in guitar, piano, voice, or percussion, they may be recommended for supplemental coursework in area lacking proficiency to qualify for internship.

INDIVIDUAL ASSESSMENT/TRAINING PLAN FOR MUSIC THERAPY STUDENTS

This is a working document used during advising meetings to assess competence and plan curricular objectives. Numerical indicators of competence are identified beginning with MUY-480A and continuing through the last internship course. Students have assessments appropriate to the competencies being learned (clinical classes, juries, guitar, piano, and voice class). These assessments are attached to this form.

Students' skills in the following areas are assessed prior to commencement of internship:

- 4 = Exceeds entry level competence
- 3 = Entry level competence
- 2 = Below entry level competence
- 1 = Not competent
- 0 = Not observed

Any areas designated a 2 or lower must be accomplished by the end of the internship period.

UNIVERSITY AFFILIATED MUSIC THERAPY INTERNSHIP TERMINATION POLICY AND PROCEDURE

The Music Therapy program provides the best experience for recipients of music therapy, clinical partners, and the students within the clinical training program. A cornerstone of this experience is safety and well-

being of therapy recipients and ethical behavior and the development of high-quality skills of the aspiring music therapist. Occasionally, there are instances where an internship needs to be terminated. This document explains those circumstances.

Students are encouraged to review *The American Music Therapy Association Standards of Clinical Practice and Code of Ethics* to guide aspirations. In the spirit of the learning environment, students may receive a verbal warning reminding them of areas of professional growth, and if not corrected, a written memo to ensure understanding and performance improvement. Termination may be immediate or result from the lack of resolution of a corrective plan. In rare circumstances, internships may also be terminated due to circumstances outside the control of the intern (such as pandemic, departure of clinical training director, or the facility closure).

If a corrective plan is needed, a document is created by the Academic Institution Representative, the On-Site Supervisor, and student around the identified issue. Possible topics include those indicated on the Professional Skills Rubric, on site-specific policies, unexcused or excessive absence, dress guidelines (as described in Dress Code clinical training videos), or insubordination toward supervisors or institution designees.

Immediate termination may result if a situation involving theft, endangerment, or other situation agreed by Institution and site. Reasons for immediate termination include, but are not limited to: willful breach of patient confidentiality and protected healthcare information, harm or threat of harm to clients or staff at the site (as described in Client Rights and Client Abuse clinical training videos), being under the influence of drugs or alcohol or possession at internship site, or theft of internship or service user property.

The Academic Director meets with students to devise a plan of corrective action and/or criterion for the student to proceed to applying and securing another internship during the termination process. Students work with the Academic Director or designee (as identified in the AMTA Standards of Education and Clinical Training) to receive final approval to proceed with another placement and when ready, they meet, discuss and develop an alternate internship application process.

Music Therapy - Integrated Music Competency Assessment:

Keyboard, Guitar, Voice

The American Music Therapy Association, Inc. lists several functional music competencies to be attained to work effectively as a music therapist. These competencies pertain to the use of keyboard, guitar and voice as they would be used during music therapy sessions. Listed below are the AMTA competencies addressed through a developmental series of assessments:

4. Keyboard Skills

- 4.1 Accompany self and ensembles proficiently.
- 4.2 Play basic chord progressions (I-IV-V-I) in several keys.
- 4.3 Sight-read simple compositions and song accompaniments.

- 4.4 Play a basic repertoire of traditional, folk, and popular songs with or without printed music.

- 4.5 Harmonize and transpose simple compositions.

5. Guitar Skills

- 5.1 Accompany self and ensembles proficiently.
- 5.2 Employ simple strumming and finger-picking techniques.

- 5.3 Tune guitar using standard and other tunings.

- 5.4 Perform a basic repertoire of traditional, folk, and popular songs with or without printed music.

- 5.5 Harmonize and transpose simple compositions in several keys.

6. Voice Skills

- 6.1 Lead group singing by voice.

- 6.2 Communicate vocally with adequate volume (loudness).

- 6.3 Sing a basic repertoire of traditional, folk, and popular songs in tune with a pleasing quality.

The purpose of the assessment is to assist students in attaining the integrated functional music skills needed to audition for and complete their internships, pass the Board Certification exam, and subsequently obtain employment as a music therapist.

Because integrated functional music skills develop with time and PRACTICE, the assessments are based on skills students have learned from Beginning and Intermediate Guitar courses, Group Piano courses, Creative Music Making, music theory, and clinical courses.

Students prepare a total of three songs unfamiliar to them. These songs are assigned at three different times during the semester. Students select a song popular between the years 1950-1980 (start with the Billboard Top Ten, any popular genre).

Students are evaluated on maintaining a strong sense of tonality while singing cuing others to sing with the student through a musical introduction and clear starting pitch. Choosing a song that fits the vocal range of the student and the person they are working with Clear articulation of lyrics and adequate volume are important skills to demonstrate.

MUY-171 Level 1 Repertoire Building Assignment

- Knowledge of melody
- Knowledge of rhythms
- Clarity of Lyrics
- Sings on correct starting pitch
- Maintains strong relationship to key or tonal center of song when singing
- Projects so class can hear.

Students prepare a total of three songs unfamiliar to the student. These songs are assigned at three different times during the semester. Select a song that was popular between the years 1950-1980 (a good place to start would be the Billboard Top Ten, any popular genre).

Students are evaluated on maintaining a strong sense of tonality while singing Cuing others to sing with you through a musical introduction and clear starting pitch Choosing a song that fits the vocal range of the student and the person they are working with Clear articulation of lyrics and adequate volume are important skills to demonstrate.

MUY-273 Proficiency:

- Selects a key appropriate to a client's & student's own natural voice range
- Sings on correct starting pitch
- Maintains a strong relationship to key or tonal center of song when singing
- Acoustic instrument is in tune

- Plays a pop song with a I-IV-V progression in two keys on an acoustic accompanying instrument maintaining rhythm without stopping or hesitating while singing
- Plays a pop song with a I-IV-V progression in two keys on piano, maintain rhythm without stopping or hesitating while singing
- Provides Strong musical cues to bring others in for singing
- Plays one self-composed song from memory

Students prepare one self-composed song from memory Two pop songs and transpose chords on the spot (I-IV-V), one song played on a stringed acoustic instrument, the other on piano.

Students are evaluated by playing in tune on an acoustic instrument Maintaining a strong sense of tonality while singing Cuing others to sing with the student through a musical introduction and clear starting pitch Basic transposition Choosing a song that fits the vocal range of the student and the person working with, are important skills to demonstrate.

MUY-363 Creative Music Making Skills:

- Maintains Healthy Playing/Singing Posture
- Memorization & Engagement with Group
- Confidence
- Versality
- Body Expression
- Overall Presentation

MUY-480B & C Proficiency Checklist

- Prepare at least 2 songs to play of student's choice on guitar that have contrasting strumming techniques.
 - Demonstrate the ability to find your starting pitch
 - Demonstrate a clear introduction that establishes tonal center and rhythm for the song.
- Demonstrate how to tune to an alternative tuning and explain to the instructor how chords are played in that tuning.
- Self-accompany in a variety of styles: simple strum, syncopated strum, bass-note/chord, finger picking, choke strum
- Memorization of I-IV-V in open keys: C, G, D, A, E, Am, Em
- Sightread a simple melody form in standard notation, then sing it with chordal accompaniment on the guitar
- Performance of varied repertoire on demand: representative pieces from any decade since the 30s, for any age group, including patriotic songs, traditional hymns, contemporary spiritual, country, rock, pop, etc.
- Strong song leading skills, clear introduction and ending of song, steady rhythmic playing throughout
- Transposition of songs, on the spot, into open keys
- Use of bare chords - theoretical & practical applications
- Use of capo for transposition into any key
- Performance while standing/sitting
- Effective use of flat pick
- Use of alternative tunings: tune from open tuning to alternative tuning, play one song and transpose song to another key in same turning

Students prepare 2 songs to play of choice on piano that have contrasting playing techniques.

- Demonstrate the ability to find a starting pitch
- Demonstrate a clear introduction that establishes tonal center and rhythm for the song
- Play both melody and chordal accompaniment

Piano

- Play minor scales, arpeggios, I-IV-V-V7 progression, triads and inversions up to 4#s an 4b's
- Harmonize at sight a melody using I-IV-V-V7 chord progression
- Provide 2 different 2 hand accompaniment styles while singing the tune
- Play a tune based on lead sheet notation at sight (provided at proficiency)
- Theme & variation assignment: play prepared simple tunes and 3 variations, composed and arranged by student. Be able to provide stylistic variations at the exam. Choices are: waltz, march, tango, lullaby, rock and roll, hip-hop
- Provide free improvisation on a chord progression given at exam
- 12-bar blues: compose and perform at 12-bar blues, playing once and then improvising
- Sing & play a national song or Happy Birthday from memorization
- Prepare 2 songs to sing without accompaniment.

Voice

- Healthy posture
- Efficient breath management
- Pleasing tone quality
- Clarity of words
- State presence/personal style
- Musicality/expression
- Strong intonation
- Projection sufficient to lead a group
- Accurate pitches/rhythms
- Memorization

Percussion

- Utilize basic percussion techniques on several standard and ethnic instruments

Music Performance Minor Information:

The Music Performance and Musicianship minor allows students to take private lessons to improve music performance, play or sing in ensembles, and study the fundamentals of music. The coursework stresses performance-related activities that expand students' musicianship, while classes in basic music theory and history broaden knowledge.

Popular Music Studies Minor Information:

Students complete courses in the history of rock & roll, jazz, and hip-hop music alongside musicianship and performance courses like Music Technology, Music Fundamentals, applied lessons, ensembles, piano and/or guitar classes.

Accreditation:

The Music Therapy Program is accredited by the National Association of Schools of Music since 1942 and has been approved by the American

Music Therapy Association (AMTA) to offer clinical training in music therapy since 1950, at the inception of the Professional Association. The AMTA Standards for Education and Clinical Training informs and creates the foundation to ensure program quality for the emerging music therapist.

Music Majors - Keyboard Proficiency Assessment Requirements:

All students pursuing a bachelor's degree or equivalency in music must pass a piano proficiency exam. All students are required to complete Group Piano 1-3 or obtain a waiver after completing an assessment.

All students pursuing a bachelor's degree or equivalency in music must pass a piano proficiency exam. All students are required to complete Group Piano 1-3 or obtain a waiver after completing an assessment.

Requirements:

1. Pentascales: RH plays pentascale, LH plays I-V6/5, Major and minor Chromatically, ascending and descending
2. One Octave RH plays arpeggio, LH plays tonic chord in root position
Vocalise Arpeggio: Major and minor, chromatically, ascending and descending
3. Scales and arpeggios: Major, 2 oct, HS all major scales and arpeggios
Minor, 2 oct, HS white keys, f#, c# scales and arpeggios
4. Chord Progressions: Major: I-IV^{6/4}-V^{6/5}-I All keys, played HT, chromatically,
Minor: i-iv^{6/4}-V^{6/5}-i All keys, played HT, chromatically,
5. Sight Reading: Short excerpts with major/minor primary chords in LH and
vocal/instrumental accompaniments, major and minor
6. Transposition: Melodies with major or minor primary chords in LH played as written are then transposed up or down ½ or whole step with LH playing blocked chords
Instrumental transposition to concert pitch (B-flat and E-flat) Single line
7. Harmonization: At sight, Chord symbols given; LH playing accompaniment pattern of choosing
At sight, students choose chords; LH playing blocked chords
Major: I-IV^{6/4}-V^{6/5}-I
Minor: i-iv^{6/4}-V^{6/5}-i
Prepared Harmonization (prepared in advance of assessment)
Using primary chords, vi, ii, and secondary dominants
8. Improvisation: Improvise a melody over provided chord progressions with
LH Accompaniment pattern (up to 4#s and 4bs):
I-IV^{6/4}-V^{6/5}-I; i-iv^{6/4}-V^{6/5}-i
9. Prepared Solo and Accompaniment Repertoire (playing while singing)

Music Majors - Concert Attendance & Expectations and Music Department Event Protocol:

Because of the importance of listening to live music in the development of musicianship, the Music Department has a minimum concert attendance requirement in order to establish the habits of concert-going in its students.

1. Requirements – 48 concerts total
 - a. For full-time music majors, attendance at a minimum of **6 professional concerts/recitals and 10 student concerts/recitals** (college level) of live music is **required for each year of study** through the junior year.
 - b. For part-time music majors, an equivalent number of concerts (**6 professional, 10 student** per year) is required for each 36 credit hours accumulated, up to a total of 108 credit hours.
 - c. For transfer students, a proportional number of concerts (**6 professional, 10 student** per year), relative to the student's status upon transfer, through the junior year is required.
 - d. By the end of the third year, students should accumulate **48 concerts/recitals**.
 - e. Demonstrate support for peers and instructors through attendance at campus concerts and recitals. Music majors are required to attend ALL STUDENT AND FACULTY RECITALS AND CONCERTS held at Alverno during the school year. These are applied to students' required concert attendance.
 - f. Music performance attendance is uploaded to the learning management system for the music performance lab class and the instructor for the music performance lab record on performance attendance

CONSEQUENCE FOR NOT MEETING ABOVE CONCERT EXPECTATIONS:

For each department event missed, students must attend two equivalent performance experiences. For example, if students miss the Spring Concert, they must attend two choral concerts elsewhere. If students miss one student recital, they must attend two recitals elsewhere. Students submit the program of each event along with a 1-page critique for each to the Performance Coordinator who enters the student's concert attendance.

Categories:

- Examples of professional concerts include:
 - Faculty recitals and concerts
 - Milwaukee Symphony Orchestra
 - Present Music
 - Florentine Opera
 - Milwaukee Ballet
 - Bands/solo artists playing on professional stages (festival, theater, club) etc.
- Examples of student concerts include:
 - Alverno Chorus
 - Student recitals
 - General music department recitals held once each semester
 - Student musicals, etc.

Performances represents a wide variety of musical experiences, for ex., solo recitals, chamber music concerts, symphony orchestra concerts, jazz concerts, opera, popular music concerts, new music concerts, etc. Participation in concerts by the student may count toward a maximum of two concerts per year.

MUSIC MAJORS ARE REQUIRED TO ATTEND ALL MUSIC DEPARTMENT EVENTS:

- 2 Music Department Concerts (Winter and Spring)
- 2 Music Department General Recitals
- All Music Forums
- All student recitals (or dress rehearsal when no other alternative presents itself)

PROTOCOL FOR ATTENDANCE CREDIT AT MUSIC DEPARTMENT EVENTS:

- Students sign in at a designated area prior to each event
- Tracking of this requirement occurs in the performance lab (vocal, instrumental, piano)

Procedure: Students upload concert programs for professional and student categories to the Music Therapy Lab learning management software.

CRITERIA FOR BRIEF DESCRIPTION OF CONCERT ATTENDANCE

State the following information succinctly and clearly:

- Example of repertoire performed
- Discuss stylistic differences between selections
- Address type of instrumentation or vocals used
- Discuss a "peak" moment you experienced at the concert: a time of excitement, extreme interest or emotional response, etc
- Offer a personal critique/opinion of the performance

Related deadline:

Progress toward 48 concerts attended. must be completed NO LATER THAN THE END OF THE JUNIOR YEAR and are formally monitored by students' advisor each semester. If this is not met, the music department chair meets with each student to plan for completion prior to graduation. If the requisite number of concerts is still not met, the **student receive an incomplete in the Culminating Recital, MU-495, and are unable to graduate**.

Equivalency students are subject to the concert attendance requirement if their previous degree was in a field other than music, but not if their previous degree was in music. Music minors are encouraged to attend concerts, but are not subject to the concert attendance requirement.

Music Majors and Minors - Performance & Related Information:

Declaration of Primary Instrument

Declaration of a student's primary instrument, along with the student's area of concentration (Music Therapy), is designated at the time of audition. Subsequent requests to change primary instruments will necessitate another placement audition.

Private Lessons

Rosters for private lessons in the coming semester must be planned as early as possible so teachers can be contracted to teach music students. Students returning to Alverno for the following semester should *register for private lessons before the end of the current semester*. All private lessons enrollment is **closed** two weeks prior to each semester. Failure to do so may result in a student not receiving private lessons that semester which could delay the student's graduation date.

Students taking private lessons will be held accountable for the Universal Performance Criteria and Outcomes within Alverno's Music Department.

All private lessons require an additional course fee.

Semester Performance Assessments (Juries)

Semester performance assessments, attended by at least two faculty members, are held at the end of each semester for all students who are taking music lessons for credit. At the discretion of the instructor, the end-of-semester performance assessment is waived in semesters during which a student gives a recital.

Voice students prepare two memorized songs of contrasting styles for each semester performance assessment. Prepared literature should be approximately 6-8 minutes in duration.

Instrumental students prepare two pieces of contrasting styles for each semester performance assessment. Prepared literature should be approximately 6-8 minutes in duration. Memorization is strongly encouraged for instrumental students.

Semester performance assessments (juries) are one of the primary means by which satisfactory progress on the student's primary instrument is assessed. Other means include the student's weekly private lessons, weekly Performance Labs, and recitals. Consistent and satisfactory progress on the primary instrument is expected. Lack of satisfactory progress may result in the need for additional semesters of instruction. In extreme cases, faculty can recommend a student to transfer out of the program if the student is unable to complete the requirements of the music therapy degree program.

Culminating Recital

A culminating recital is given by all Music Therapy majors and Equivalency students whose previous degree is in a field other than Music (BM). The applied instructor and student determine whether to give a full or shared recital, and if the recital occurs in the junior or senior year. With the approval of the lessons instructor, some ensemble material may be included in recital programs. Repertoire should represent Early/Baroque, Classical and/or Romantic, and 20th Century/modern eras. Contemporary music choices may also include popular music, Broadway, jazz, and original pieces, chosen in consultation with the lessons instructor. Repertoire should reflect the timeline of the student's instrument.

Memorization of recital repertoire policies are as follows: Vocal students must memorize all or a majority of their recital repertoire. Exceptions for using music are made at the discretion of the instructor; these include works performed with music at a professional level, such as oratorio, concert or chamber ensemble works.

Students should confer in a timely manner with their applied lessons instructor regarding the scheduling of recitals and with the department Performance Coordinator. Students should consult with their lessons instructor for specific reservation procedures and details of recital preparation. ***Every effort should be made to schedule the recital when your applied lessons instructor can be present for assessment. The student will be provided with a list of available dates.***

One **MUSIC DEPARTMENT GENERAL RECITAL** takes place each semester. Music majors currently taking applied lessons and have not yet completed all music performance requirements **are expected to participate in each semester's General Recital**. Non-majors may participate as space on the program permits. Typically each student in a general recital performs one or two selections. Private instructors will coordinate student scheduling on the fall and spring recitals, in conjunction with the Performance Coordinator.

Recital Program

Students prepare their own printed recital programs following the "Guidelines for Drafting Recital Programs". The cost of duplicating the programs for the Culminating Recital is paid by the college. The cost of duplicating programs for any other recitals is paid by the student. Accompanists: Students arrange for their own accompanist for recitals. Accompanists must be approved by the student's applied instructor and the piano faculty. Student accompanists may receive ensemble credit for their work if they add the course to receive credit. Fees for accompanying are set by the accompanist, except that fees shall not be charged by a student accompanist who is receiving credit for accompanying.

Performance Labs

All music majors taking private lessons for credit must register for the Performance Lab appropriate for the student's particular instrument. In this lab students perform their repertoire for an audience of peers and applied instructor(s) and receive feedback. In addition, topics of interest pertinent to each specialization may be discussed. Waiver of the Performance Lab requirement is allowed only at the discretion of the applied instructor.

Ensembles:

Enrollment

Music Therapy majors at Alverno College are required to enroll in an ensemble for 7 out of the 8 semesters. Ensembles are an integral method for Music Therapy majors to expand musicianship on a primary instrument (including voice) that they study in private lessons for a minimum of 7 semesters. As such, students should regularly perform on their primary instrument in ensembles and should make every effort to not substitute a different performing medium unless they have also enrolled in an ensemble using their main instrument. Beyond the benefits for "achieving mastery" on a primary instrument (NASM standards), student enrollment in an ensemble using the primary instrument is often needed to have the minimum number of students to run Alverno classes such as Wind and String Ensemble. If no relevant ensemble is offered at Alverno for a given major's instrument, they can use a permit form (submitted to Music Department Chair) to get ensemble credit for playing in a relevant group at Concordia University. All other requests need to be brought to the Music Department Chair.

Alverno Ensemble Descriptions

A Cappella Vocal Group MU-129

A Cappella involves creating modern commercial music only with voices, including vocal percussion/beatboxing instead of traditional drums. This course requires students to have strong intonation and rhythm skills, a willingness to experiment vocally across genres, and an ability to work well in a team. Prerequisite: Music major or audition for non-music majors. Auditions will be held the first week of class to remain registered in the class.

Alverno College Choir MU-130

The Alverno College Choir is open to all students and performs literature of varying styles and time periods, both accompanied and a cappella. The Alverno College choir performs multiple times each semester, both on and off campus. Non-vocalist music therapy majors are required to take 2 semesters of choir for 0 or 1 credit to assist them in building functional vocal skills as required in the AMTA Competencies.

Guitar Ensemble MU-134

Students will play duos, trios, and jazz pieces from written notation and lead sheets, learning to coordinate guitar techniques with other players and how to arrange ensemble pieces.

Instrumental Chamber Ensemble MU-135

Music meant to be played by a small ensemble of like instruments.

Flute Choir MU-137

Comprised of flautists who play arrangements of chamber music.

Wind Ensemble MU-138

Mixed woodwind chamber ensemble.

Department Facilities:

Practice Rooms (AL 216, 218, 220, 222, AX G06)

A variety of practice rooms are for students to use at any time of day or day of the week. Students keep the rooms clean and in order. Food and beverages are not allowed. Heavy items may not be placed on the pianos. Windows must be closed and latched and lights turned off before leaving. Repairs needed should be reported to the Music Program Director.

Students are assigned a specific practice room to create a safer practice environment to allow for better contact tracing and predictable patterns of use. Students must sign up on the door of the practice room they are assigned whenever they use the room. Schedules for each room are posted on the door. Additional rooms may be assigned for practice usage if required.

Gloves and sanitizing wipes are available in practice rooms, please wipe down surfaces like piano and music stand before and after use. If the window opens, please open during use. If there is an air conditioner, please use during rehearsal. If there is an air purifier, turn it on and leave it on after you leave.

Students must keep the rooms clean and in order. Food and beverages are not allowed. Heavy items may not be placed on the pianos. Windows must be closed and latched and lights turned off before leaving (windows that are pushed to the closed position but not latched may be blown open by a heavy gust of wind; sudden and large temperature changes that result from windows left open overnight are damaging to pianos).

Music Lockers

Lockers for music students are located outside of AL 100. Students desiring a locker for larger instruments may reserve a locker with the Music Program Director.

Lampe Recital Hall (AL 100)

This room is for recitals, concerts, performance labs, classes, organ and applied practice, and other special events. Its use must be reserved online via the Alverno College Event Management System 72 hours in advance. Pianos on stage are not available for practice except in rehearsals for recitals and concerts as deemed appropriate by a student's applied instructor.

Electronic Music Studio (AL 104)

Music Piano Lab (AL 215)

Students' ID card allows entry into the Music Piano Lab. Students work on piano skills and other homework in the lab. Students use pianos labeled for student use.

Special Collections

The Music Department maintains special score collections, such as choral, instrumental, and organ. Some older issues of selected periodicals are kept here also. Student access is by special permission of faculty only.

Faculty

- Henry, Leslie, Associate Professor & Department Chair, MM, Music Therapy, Leslie.Henry@alverno.edu
- Adames, Carlos, MM, Percussion Techniques, Latin Percussion Ensemble Director, Carlos.Adames@alverno.edu
- Collier, Rob, DMA, Music Theory and Music History, Rob.Collier@alverno.edu
- Davis, Mark, BM, Improvisational Keyboard, and Improvisation Ensemble Director, Mark.Davis@alverno.edu
- Hein, David, MM, Alverno College Choir, David.Hein@alverno.edu
- Kojis, Makenzie, BA, Music Therapy, Makenzie.Kojis@alverno.edu
- Milgaten, Lorna, MM, Music Technology and General Music, Lorna.Milgaten@alverno.edu
- Nielsen-Korducki, Linda, Instructor, Music Therapy
- Richardson, Sarah, DMA, Applied Voice, Sarah.Richardson@alverno.edu
- Schroeder, Matt, BFA, Applied Guitar, Group Guitar, Guitar Ensemble, Matt.Schroeder@alverno.edu
- Stryck, Mary, MS, MT-BC, Music Therapy Internship, Mary.Stryck@alverno.edu

Mus Major Req

Music (MU.D.BA) Major Requirements 25-26 Catalog

Code	Title	Credits
MUSICAL FOUNDATIONS		
MU-157	Theory I	3
MU-158	Theory II	3
MU-257	Theory III	3
MU-258	Theory IV	3
MU-270	History of Western Music	4
MU-372	Contemporary Music	2
MUE-105	Group Piano 1	1
MUE-106	Group Piano 2	1
MUE-107	Group Piano 3	1
MU-495	Applied Music Culmination Project	0
MUSIC ENSEMBLES		
Choose 8 Ensemble Credits: MU-130, MU-134, MU-133, MU-134, MU-135, MU-137, MU-138		8
MUSIC PERFORMANCE LESSONS		
Choose 8 Lesson Credits: MUA-021, MUA-CL1, MUA-DB1, MUA E, MUA-FL1, MUA-GT1, MUA LES, MUA-OB1, MUA-PO1, MUA-PR1, MUA-SX1, MUA-TP1, MUA-VC1, MUA-VN1, MUA-VO1		8
MUSIC ELECTIVES		
Choose 8 Credits:		8
A-146	Self Employment in the Arts	
A-147	Grant Writing for Artists & Educators	
MU-210	Improvisational Music	
MU-217	Jazz History	
MU-218	Hip Hop Music in American Culture	
MU-276	Music Technology	

MU-310	Rock & Roll History	
MU-493	Form & Analysis	
MU-494	Songwriting & Arranging	
MUE-111	Improvisational Keyboard	
MUE-119	Beginning Guitar Class	
MUE-209	Vocal Techniques 1	
MUE-211	Percussion Techniques	
MUE-219	Intermediate Guitar Class	
Total Credits		45

MusTh Major Req

Music Therapy Major (MUY.D.BM) Requirements 25-26 Catalog

Code	Title	Credits
MU-125	Music & Wellness Workshops	1
MU-157 & 157L	Theory I and Theory I Lab	4
MU-158 & 158L	Theory II and Theory II Lab	4
MU-210	Improvisational Music	2
MU-257	Theory III	3
MU-258	Theory IV	3
MU-270	History of Western Music	4
MU-276	Music Technology	2
MU-310	Rock & Roll History	2
MU-372	Contemporary Music	2
MU-493	Form & Analysis	2
MU-494	Songwriting & Arranging	1
MU-495	Applied Music Culmination Project	0
MUE-105	Group Piano 1	1
MUE-106	Group Piano 2	1
MUE-107	Group Piano 3	1
MUE-111	Improvisational Keyboard	1
MUE-119	Beginning Guitar Class	1
MUE-209	Vocal Techniques 1	1
MUE-211	Percussion Techniques	2
MUE-219	Intermediate Guitar Class	1
MUY-129	Music Preprofessional Seminar	1
MUY-160	Orientation in Music Therapy	2
MUY-362	Psychology of Music 2/Research	3
MUY-273	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-171	Clinical & Lab Experience 1/Geriatrics	2
MUY-272	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-361	Psychology of Music 1	3
MUY-363	Creative Music Making	2
MUY-461	Theoretical Foundations of Music Therapy	3
MUY-462	Design & Appl in Music Therapy	4
MUY-472	Clin Exp: Psycho-Emotional Disabilities	2
MUY-473	Clin Exp5: Psycho-Emotional Disabilities	2

MUY-480A	Music Therapy Clinical Internship	1
MUY-480B	Music Therapy Clinical Internship	1
MUY-480C	Music Therapy Clinical Internship	1
MUY-480D	Music Therapy Internship: External Internship	0
MU-397	Independent Study	1-3
PSY-110	Life Span Development (General Education)	4
PSY-250	Abnormal Psychology	4
SC-118 & 118L	Human Biology and Human Biology Lab (General Education)	4
MU-297 or RL-210	Music Therapy: Death & Dying Topics Control of Life & Death	2
MU-217 or MU-218	Jazz History Hip Hop Music in American Culture	2

MUSIC PERFORMANCE LESSONS 7

Choose 7 Credits From: MUA-021, MUA-080L, MUA-090L, MUA-CL1, MUA-DB1, MUA E, MUA-FL1, MUA-GT1, MUA LES, MUA-OB1, MUA-PO1, MUA-PR1, MUA-SX1, MUA-TP1, MUA-VC1, MUA-VN1, MUA-VO1

MUSIC ENSEMBLES, Choose 1 Group: 7

Vocalists

MU-130	Alverno College Choir
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Instrumentalists

MU-133	Instrumental Ensemble: Strings
MU-134	Guitar Ensemble
MU-135	Instrumental Chamber Ensembles
MU-137	Flute Ensemble
MU-138	Instrumental Ensemble: Winds
MU-141	Latin Percussion Ensemble

MUSIC THERAPY LABS ¹

MUY-190LA	Music Therapy Lab	0
MUY-190LB	Music Therapy Lab	0
MUY-190LC	Music Therapy Lab	0
MUY-190LD	Music Therapy Lab	0

Total Credits 101-103

¹ Must complete 7 semesters.

MusTh Map

Music Therapy Major (MUY.D.BM) Map 25-26 Catalog

First Year			
Fall	Credits	Spring	Credits
AC-151		0 ADV-299	0
CM-120 or BU 151		4 CM-125	3
FSS-125		2 HUM-150	4
MUY-129		1 MU-130, 133, 134, 135, 137, 138, or 141	1
QL-122 or BU 151		4 MU-157 & 157L	4
MUY-160		2 MUE-119	1
Choose 1 Music Ensemble From Below:		MUY-171	2
MU-130, 133, 134, 135, 137, 138, or 141		1 Chose 1 Music Ensemble From Below:	

Choose 1 Music Lesson From Below:	MU-130, 133, 134, 135, 137, 138, or 141	1
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MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1	1 Choose 1 Music Lesson From Below:	
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Choose 1 Lesson Lab From Below:	MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1	1
	Choose 1 Music Therapy Lab From Below:	
	MUY-190LA, 190LB, 190LC, or 190LD	0

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Second Year			
Fall	Credits	Spring	Credits
MU-158 & 158L		4 MU-217 or 218	2
Choose 1 Music Ensemble From Below:		MU-257	3
MU-130, 133, 134, 135, 137, 138, or 141		1 MUE-106	1
MU-270		4 MUY-273	2
MUE-105		1 MUY-363 (Choose 1 Music Ensemble From Below:)	2
MUY-272		2 QL-156	3
PSY-110		4 Choose 1 Music Ensemble From Below:	

Choose 1 Music Lesson From Below:	MU-130, 133, 134, 135, 137, 138, or 141	1
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MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1 (Choose 1 Lesson Lab From Below:)	1 Choose 1 Music Lesson From Below:	
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Choose 1 Music Therapy Lab	MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1	1
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MUY-190LA, 190LB, 190LC, or 190LD	0 Choose 1 Music Therapy Lab From Below:	
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Choose 1 Music Lesson From Below:	MUY-190LA, 190LB, 190LC, or 190LD	0
	Choose 1 Lesson Lab From Below:	

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Third Year

Fall	Credits	Spring	Credits
CM-225		3 MU-125	1
MU-210		2 MU-372	2
MU-258		3 MU-276	2
MUE-107		1 MUE-209	1
MUE-219		1 MUE-211	2
MUY-361		3 MUY-362	3
Choose 1 Music Ensemble From Below:		PSY-250	4
MU-130, 133, 134, 135, 137, 138, or 141		1 MUY-480A	1

Choose 1 Music Therapy Lab From Below:	Choose 1 Music Ensemble From Below:	
MUY-190LA, 190LB, 190LC, or 190LD	0 MU-130, 133, 134, 135, 137, 138, or 141	1

Choose 1 Lesson Lab From Below:	Choose 1 Music Therapy Lab From Below:	
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	MUY-190LA, 190LB, 190LC, or 190LD	0
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	Choose 1 Music Lesson From Below:	
	MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1	1

	Choose 1 Lesson Lab From Below:	
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Fourth Year

Fall	Credits	Spring	Credits
MU-493		2 MU-125	1
MUE-111		1 MU-310	2
MU-495		0 MUY-462 ¹	4
Choose 1 Music Lesson From Below:		MUY-473 ¹	2
MUY-461 (1) ¹		3 MUY-480C ²	1
MUY-472 ¹		2 Choose 1 Global Effective Citizen Course From Below:	3

MUY-480B or RL 210 ¹	1 AHS-409, GEC 302, GEC 307, GEC 312, GEC 315, GEC 317, GEC 320, GEC 324, or GEC 328	3
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MU-297	1 Choose a Music Ensemble From Below:	
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SC-118 & 118L	4 MU-130, 133, 134, 135, 137, 138, or 141	1
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Choose 1 Music Ensemble From Below:	Choose 1 Music Therapy Lab From Below: ¹	
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MU-130, 133, 134, 135, 137, 138, or 141	1 MUY-190LA, 190LB, 190LC, or 190LD	0
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Choose 1 Music Therapy Lab From Below:		
MUY-190LA, 190LB, 190LC, or 190LD ¹	0	

Choose 1 Music Lesson From Below:		
MUA-021, 080L, 090L, MUA-CL1, MUA DB1, MUA FL1, MUA GT1, MUA OB1, MUA PO1, MUA PR1, MUA SX1, MUA TP1, MUA VC1, MUA VN1, or MUA VO1	1	

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Total Credits 129

¹ Classes offer pre-internship hours as indicated in the syllabus and on each students Individualized Training Plan (ITP). All student complete a minimum of 180 hours in pre-internship experiences (AMTA standards for Education and Clinical Training). These hours are recorded for each student on a semester Clinical Log Form and kept in their personal files and copy of each log produced to the music therapy program director.

² The Internship Clinical affiliation requires a minimum of 900 hours of internship experience. "...internship programs may opt to require more hours than the referring or affiliated academic institution. In addition, when a student is unable to demonstrate required exit level-competencies, additional hours of internship may be required..." (AMTA Standards for Education and Clinical Training).

Mus Perf Minor Req**Music Performance/Musicianship (MUM.D.2022) Minor Requirements 25-26 Catalog**

Code	Title	Credits
MU-102	Understanding Music Fundamentals	2
MU-270	History of Western Music	4
MU-210 or MU-276	Improvisational Music Music Technology	2
Choose 2 Credits From Below		2
MU-130	Alverno College Choir	
MU-133	Instrumental Ensemble: Strings	
MU-134	Guitar Ensemble	
MU-135	Instrumental Chamber Ensembles	
MU-137	Flute Ensemble	
MU-138	Instrumental Ensemble: Winds	

MU-141	Latin Percussion Ensemble	
Choose 4 Credits of Music Performance Lessons		4
MUA-021, MUA-CL1, MUA-DB1, MUA E, MUA-FL1, MUA-GT1, MUA-LES, MUA-OB1, MUA-PO1, MUA-PR1, MUA-SX1, MUA-TP1, MUA-VC1, MUA-VN1, MUA-VO1		
PROGRAM OPTION Choose 1 Group From Below		
MU-210	Improvisational Music	
MU-310	Rock & Roll History	
MU-250 & MU-210	Musical Theatre: on Stage & Screen and Improvisational Music	
Total Credits		14

Pop. Mus Minor Req

Popular Music (POMU.D.SUP.2022) Minor Requirements 25-26 Catalog

Code	Title	Credits
MU-102	Understanding Music Fundamentals	2
MU-217	Jazz History	2
MU-218	Hip Hop Music in American Culture	2
MU-276	Music Technology	2
MU-310	Rock & Roll History	2
Choose 1 Ensemble Course From Below		1
MU-130	Alverno College Choir	
MU-133	Instrumental Ensemble: Strings	
MU-134	Guitar Ensemble	
MU-135	Instrumental Chamber Ensembles	
MU-137	Flute Ensemble	
MU-138	Instrumental Ensemble: Winds	
MU-141	Latin Percussion Ensemble	
Choose 4 Music Elective Credits From Below		4
MUE-119	Beginning Guitar Class	
MUE-219	Intermediate Guitar Class	
MUE-105	Group Piano 1	
MUE-106	Group Piano 2	
MUE-111	Improvisational Keyboard	
OR MUA Applied Lessons		
Total Credits		15

Certs Req

Music Therapy (Alverno) (MUY.D.MJQ) Post-Baccalaureate Certificate Requirements 25-26 Catalog

Code	Title	Credits
MUSICAL FOUNDATIONS		
MU-157 & 157L	Theory I and Theory 1 Lab	4
MU-158 & 158L	Theory II and Theory II Lab	4
MU-257	Theory III	3
MU-258	Theory IV	3
MU-493	Form & Analysis	2

MU-494	Songwriting & Arranging	1
MUE-119	Beginning Guitar Class	1
MUE-219	Intermediate Guitar Class	1
MUE-209	Vocal Techniques 1	1
MUE-211	Percussion Techniques	2
MU-270	History of Western Music	4
MU-217	Jazz History	2
or MU-218	Hip Hop Music in American Culture	
MU-372	Contemporary Music	2
MU-210	Improvisational Music	2
MUY-363	Creative Music Making	2
MU-276	Music Technology	2
MUE-111	Improvisational Keyboard	1

CLINICAL FOUNDATIONS

PSY-110	Life Span Development	4
BI-233 & 233L	Human Anatomy & Physiology 1 and Human Anatomy & Physiology 1 Lab	4
or SC-118 & 118L	Human Biology and Human Biology Lab	
PSY-250	Abnormal Psychology	4

MUSIC ENSEMBLE - Choose at Least 6 Semsters 6

MU-130, MU-133, MU-134, MU-135, MU-137, MU-138

MUSIC PERFORMANCE LESSONS - Choose at Least 6 Semesters 6

MUA-021, MUA-CL1, MUA-DB1, MUA E, MUA-FL1, MUA-GT1, MUA-LES, MUA-OB1, MUA-PO1, MUA-PR1, MUA-SX1, MUA-TP1, MUA-VC1, MUA-VN1, MUA-VO1

MUSIC THERAPY REQUIREMENTS

MUY-160	Orientation in Music Therapy	2
MUY-171	Clinical & Lab Experience 1/Geriatrics	2
MUY-272	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-273	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-361	Psychology of Music 1	3
MUY-362	Psychology of Music 2/Research	3
MUY-461	Theoretical Foundations of Music Therapy	3
MUY-462	Design & Appl in Music Therapy	4
MUY-480A	Music Therapy Clinical Internship	1
MUY-480B	Music Therapy Clinical Internship	1
MUY-480C	Music Therapy Clinical Internship	1
MUY-480D	Music Therapy Internship: External Internship	0
MUY-472	Clin Exp: Psycho-Emotional Disabilities	2
MUY-473	Clin Exp5: Psycho-Emotional Disabilities	2
MU-297	Music Therapy: Death & Dying Topics	1
MU-125	Music & Wellness Workshops (must complete two)	2
MUSIC THERAPY LABS ¹		
MUY-190LA	Music Therapy Lab	0
MUY-190LB	Music Therapy Lab	0
MUY-190LC	Music Therapy Lab	0
MUY-190LD	Music Therapy Lab	0

Total Credits 95

¹ Must complete 4 semesters.

Music Therapy (Concordia) (MUY.D.SEQ) Post-Baccalaureate Certificate Requirements 25-26 Catalog

Code	Title	Credits
MUSICAL FOUNDATIONS		
MU-210	Improvisational Music	2
MU-276	Music Technology	2
MU-494	Songwriting & Arranging	1
MUE-111	Improvisational Keyboard	1
MUE-209	Vocal Techniques 1	1
MUE-211	Percussion Techniques	2
MUY-363	Creative Music Making	2
MUSIC THERAPY		
MUY-160	Orientation in Music Therapy	2
MUY-171	Clinical & Lab Experience 1/Geriatrics	2
MUY-272	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-273	Clinical & Lab Experience 2: Developmental Disabilities	2
MUY-361	Psychology of Music 1	3
MUY-362	Psychology of Music 2/Research	3
MUY-461	Theoretical Foundations of Music Therapy	3
MUY-462	Design & Appl in Music Therapy	4
MUY-472	Clin Exp: Psycho-Emotional Disabilities	2
MUY-473	Clin Exp5: Psycho-Emotional Disabilities	2
MUY-480A	Music Therapy Clinical Internship	1
MUY-480B	Music Therapy Clinical Internship	1
MUY-480C	Music Therapy Clinical Internship	1
MUY-480D	Music Therapy Internship: External Internship	0
MU-125	Music & Wellness Workshops	1
MU-125	Music & Wellness Workshops	1
MU-297	Music Therapy: Death & Dying Topics	1-2
MUSIC THERAPY LABS ¹		
MUY-190LA	Music Therapy Lab	0
MUY-190LB	Music Therapy Lab	0
MUY-190LC	Music Therapy Lab	0
MUY-190LD	Music Therapy Lab	0
Total Credits		42-43

¹ Must complete 6 semesters.