

Colorado State University
Music Therapy Student Handbook

Applicable to Students Entering the Program on or after Fall 2021
Updates are in GREEN until the end of the semester when the update occurred.

Updated August 2026

Music Therapy Faculty and Supervisors

Group Faculty Email (goes to all MT faculty): csumusictherapy@colostate.edu

Blythe LaGasse, Ph.D., MT-BC
Professor and Coordinator of Music Therapy
145G University Center for the Arts
blagasse@colostate.edu

Fall Contact for letters of eligibility for internship and proof of internship completion.

Andrew Knight, Ph.D., MT-BC
Associate Professor, Faculty Contact for the Music Therapy Student Association
145H University Center for the Arts
Andrew.Knight@colostate.edu

Lindsey Wilhelm, Ph.D., MT-BC (Fall Sabbatical)
Assistant Professor and Academic Internship Coordinator
145E University Center for the Arts
Lindsey.Wilhelm@colostate.edu

Spring Contact for letters of eligibility for internship and proof of internship completion.

Jess Rushing, Ph.D., MT-BC
Assistant Professor
145F University Center for the Arts
Jess.Rushing@colostate.edu

Kyle Wilhelm, MA, MT-BC
Instructor of Music Therapy
145J University Center for the Arts
Kyle.Wilhelm@colostate.edu

Sabra Chavez, MM, MT-BC
Instructor of Music Therapy, Clinical Coordinator
145K University Center for the Arts
Sabra.Chavez@colostate.edu

Music Therapy Graduate Teaching Assistants

Yeonsolee, MA, MT-BC	Abigail Lee, MT-BC	
Maggie Ford, MT-BC	Karleigh Kirilloff, MT-BC	Chloe Moretti, MT-BC

Music Therapy Faculty and Supervisors	1
Student and Faculty Responsibilities	3
Music Therapy Student Code	3
Individual Action Plan	4
Title IX/Interpersonal Violence	4
Mental Health and Wellness	5
CSU Music Therapy AI Statement	5
Music Therapy Degree Programs	6
Accreditation	6
Bachelor of Music - Music Therapy Concentration (BM)	7
Equivalency Plus Master of Music, Specialization in Music Therapy (MM) (Pre-2026)	7
Equivalency Plus Master of Music Therapy (MMT) (All students starting Fall 2026)	7
Master of Music Therapy (All students starting Fall 2026)	7
PhD in Music Therapy	7
Degree Completion	8
Bachelor's Degree	8
Equivalency	8
Board Certification	8
Master's Degree	9
Pre-Professional Sequence Music Course Guidelines	9
Applied Studio Membership Guidelines	9
Piano/Guitar/Voice Test-Out Procedures	10
Guitar Placement Exam:	10
Piano Placement Exam:	10
Voice Test Out Exam (MU 157/158)	11
Requirements for Successful Program Completion	11
Admission to the Professional Course Sequence	12
Requesting Accommodations for the UDQE and MTCE	12
Upper Division Qualifying Exam	13
Who Must Take the UDQE	13
UDQE Musical Skills Requirements	14
Required Submission Materials (missing materials will result in an automatic no pass).	15
1. Song Index, submit a PDF that includes the following:	15

Live UDQE Performance	15
Professional Interview	15
Music Therapy Competency Exam (MTCE)	15
Clinical Case Presentation (in MU 486A)	17
Music Therapy Course Prerequisites	17
Professional Course Sequence and Prerequisites	17
Music Therapy Practicum	17
Prerequisites	17
Background Checks	18
Health Screenings	19
Dress Code	19
Repeat Practicum Policy	19
Dual Enrollment in Level 3 and 4	19
Internship Eligibility and Guidelines	20
Internship Eligibility	20
Recommendation Letters	20
Internship Application	20
Internship Acceptance	21
Internship Expenses	21
Background Checks and Health Screenings	22
Internship Enrollment	22
International Student Credit Load	23
Grad Student Enrollment Considerations	23
Internship Agreement	23
Internship Course Requirements and Grading	23
Music Therapy Board Certification	24
Music Therapy Licensure	24
Graduate Practicum	25
Common Final Graduate Exam	26

Student and Faculty Responsibilities

Music Therapy Student Code

CSU Music Therapy students are expected to uphold the highest standards of professionalism. The Student Code has been created to support a productive, positive, and professional learning environment. The professional standards listed below will be exhibited at all times by every student in the music therapy program. Students will continually be evaluated on their professional behavior. Failure to fulfill the expectations of the student code will result in disciplinary action and may lead to dismissal from the program.

Students should demonstrate **acceptance of responsibility** by:

- upholding the **academic integrity, student responsibilities and classroom behavior** standards as explained in the university's most recent [General Catalog](#)
- behaving honestly and taking responsibility for actions at all times
- adhering to the [AMTA Code of Ethics](#)
- seeking a variety of resources to solve problems related to academic progress, clinical progress, and professional behavior
- continually evaluating performance in order to modify behavior

Students should exhibit **professional values and behavior** by:

- engaging in appropriate communication and interaction with faculty, facility staff, clients, and peers
- demonstrating trust, respect, and civilities
- demonstrating an ability to resolve differences, anticipate and prevent problems in a professional manner
- demonstrating emotional maturity
- taking responsibility for their actions
- following proper authority channels to communicate or address concerns
- maintaining appropriate boundaries with peers, clients, and supervisors/faculty

Students should **show commitment to learning** by:

- actively and consciously work to expand their skills, confidence, and competence taking responsibility for their work within the therapeutic context
- developing cooperative relationships with other students and faculty
- arriving, attending, and departing practicum and group meetings in a professional manner
- arriving fully prepared for classes, pre-sessions, and sessions
- applying full attention to learning opportunities without distracting behavior or inappropriate multitasking (side conversations, texting, working on other assignments)

- seeking timely assistance to facilitate learning
- demonstrating a positive attitude

Students should support a **professional environment** by:

- avoiding inappropriate language, threatening or harassing behavior
- refraining from unrealistic expectations in dealing with music therapy faculty and practicum site staff
- being responsible for the equipment utilized for class or practicum
- cleaning up after themselves, resetting rooms, and clinics after use
- staying home when potentially contagious; 24 hours from exhibiting fever and 48-72 hours from stomach upset or flu symptoms.

Individual Action Plan

Students will continually be evaluated for their professional behavior and growth by the music therapy faculty. While professional behavior is always an expectation, it becomes critical as students approach clinical practica. Students must meet professional behavior expectations as a condition for placement in clinics. When professional behavior concerns exist and have been discussed with the student and documented, the faculty and the School Director may cancel or postpone clinical placement. Behavioral concerns will be discussed with the student and documented on a plan for improvement of professional behavior. Should expectations not be met within the designated timeline, the student may be dismissed from the program.

When concerns have been identified, the student and faculty will develop an Individualized Action Plan (IAP) to help the student address the area of concern. The IAP is designed to help students develop individualized goals, action plans, and strategies to improve their professionalism. The student may enlist other campus resources to help the student successfully meet their goals.

Should the student meet the expectations of the action plan and demonstrate required changes in professional behavior, the student will be permitted to continue in clinical practicum/internship. The student will be monitored to ensure continued success.

If the student is unable or unwilling to make necessary changes within the agreed timeline, the student will not be permitted to continue in their clinics/internship. The student will be required to meet with the faculty and may be dismissed from the program. Student progress is discussed in regular faculty meetings to fully support students.

Title IX/Interpersonal Violence

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: [Title IX – Sexual Assault, Sexual Violence, Sexual Harassment](#).

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Mental Health and Wellness

As a future helping professional, it is important to take care of your own wellness first before being able to help others. CSU is a community that cares. You are not alone. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services.

Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit [the CSU Counseling Services website](#) to learn more and [CSU mental health resources page](#) for additional student mental health and well-being resources.

If you are concerned about a friend or peer, use Tell Someone by calling (970) 491-1350 or visiting [the online reporting form](#) to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

CSU Music Therapy AI Statement

(Created by Copilot and extensively modified by the faculty – with this statement, we are demonstrating how to disclose use of AI)

Generative Artificial Intelligence (AI) tools—such as Microsoft Copilot, ChatGPT, and others—can be powerful aids. Their use must align with principles of academic integrity, transparency, and skill development. We are not telling you to use AI with this policy, everyone must weigh the environmental, socioeconomic, and global impact of AI tools.

Expectations:

- If you use AI tools to assist your work, you must disclose how and where they were used. See examples below.

- You are responsible for verifying the accuracy, relevance, and originality of any AI-assisted content.
- Misuse of AI tools may be considered academic misconduct and subject to disciplinary action.

Example Permitted Uses:

- Brainstorming ideas or outlining assignments
- Clarifying concepts or summarizing readings
- Practicing skills (e.g., language translation, writing mechanics)
- Clarifying and refining your own writing

Example Prohibited Uses:

- Submitting AI-generated content as original work without attribution
- Relying on AI to bypass critical thinking, analysis, or engagement with course materials
- Putting identifiable client information into AI; consider that potentially identifiable information would include setting, initials, specific diagnoses, etc...

Why This Matters: Music Therapy courses emphasize your development as a thinker and clinician. AI can support that journey—but AI cannot be a substitute for you learning. Our goal is to help you build skills that are authentic, transferable, and ethically grounded.

Example Disclosure Statements (include a disclosure statement in any assignments in which you used AI):

- “I used Copilot to help brainstorm topic ideas”.
- “I used ChatGPT to find specific information in the article, verified accuracy, and developed the related writing in my own words.”
- “I used [x software] and the prompt “create a melody for a country ballad with two sections” to complete that portion of the songwriting exercise. I then adjusted pitch range, length, and key to support my practicum client’s interaction with the song.”

Music Therapy Degree Programs

Accreditation

The Colorado State University Bachelor of Music Therapy (BM), Equivalency Plus Master’s, and Master of Music (MM) degree program are accredited by the [National Association of Schools of Music \(NASM\)](#) and approved by the [American Music Therapy Association](#)

Bachelor of Music - Music Therapy Concentration (BM)

The Music Therapy concentration is designed to prepare the student to work in a variety of health care settings, including hospitals, clinics, rehabilitation facilities, assisted living centers, and in special education settings. Some music therapists maintain private practices or serve as consultants. The Music Therapy program at CSU is internationally recognized for its leadership in clinical training and research. This program is inclusive of 120 credits and a six to nine-month clinical internship. Degree requirements can be found at [the degree requirements webpage](#).

Equivalency Plus Master of Music, Specialization in Music Therapy (MM) (Pre-2026)

The Equivalency Plus Master's program is offered to individuals with a prior degree in music (or related area) who wish to pursue certification in music therapy. This program requires students to complete the equivalent of the undergraduate coursework and the MM in music therapy coursework. Program credits for the equivalency are dependent on prior coursework; however, all students will complete the music therapy 15 credit core. The Master's in Music program is an additional 30 - 32 credits (see below).

Equivalency Plus Master of Music Therapy (MMT) (All students starting Fall 2026)

The Equivalency Plus Master's program is offered to individuals with a prior degree in music (or related area) who wish to pursue certification in music therapy. This program requires students to complete the equivalent of the undergraduate coursework and the MMT coursework. Program credits for the equivalency are dependent on prior coursework; however, all students will complete the music therapy core. The Master's in Music Therapy program has an additional 30 credits (see below).

Master of Music Therapy (All students starting Fall 2026)

The Master of Music Therapy program is available to students who hold a bachelor's degree in music therapy (or equivalent). Students are enrolled in the clinical track (Plan B), completing 30 credits, a clinical project, and a common final exam. Specific program credit requirements can be found at the following link: [Master of Music Therapy](#)

PhD in Music Therapy

The Colorado State University Ph.D. in Music Therapy emphasizes research and scholarship, as appropriate for the music therapist who aspires to a career in research, college-level teaching, or advanced clinical practice. In this program, you will engage in coursework that will advance your scholarship and help you reach your professional goals. You will be involved in groundbreaking research, with the opportunity to develop original research in an area of interest.

The CSU Ph.D. in Music Therapy consists of 72 credits, of which 30 credits may be accepted from a prior master's degree. Program credits include:

- 12-15 credits in each core area (research, clinical practice, academic) that are selected to prepare the student for future work in an academic, research, or advanced clinical position.
- 15 directed electives, which will be selected with the graduate committee to best meet the student's needs and career goals. Subjects of study may include, but will not be limited to, neuroscience, music therapy methods, research methods, statistics, teaching methods, and developmental science.
- The program will culminate with a final exam and completion of a substantial piece of original research.

To be eligible for the PhD in music therapy at CSU, professionals must have attained bachelor's degree in music therapy from a regionally accredited institution (or a bachelor's degree and completion of a music therapy equivalency program), hold board certification in music therapy, and have at least three years of full-time clinical experience (or the equivalent in part-time clinical experience).

Degree Completion

Bachelor's Degree

The bachelor's degree is awarded after successful completion of proficiencies, coursework, internship hours, and demonstration of AMTA Competencies.

Equivalency

The equivalency program at CSU yields no degree. All students enrolled in the equivalency plus **MM/MMT** are working toward a master's degree. There is no physical certificate or degree for the equivalency portion of the program. Equivalency students will be eligible to sit for the board-certification following the completion of undergraduate proficiencies, coursework, internship hours, and demonstration of AMTA Competencies.

Board Certification

Completion of the internship and undergraduate academic work qualifies the individual to apply to take the examination given by the Certification Board for Music Therapists (CBMT). Students may apply for the CBMT exam as soon as their clinical hours are completed and their final competency report has been filed, and a satisfactory grade has been entered. Professionals who pass this examination are granted the credential, Music Therapist-Board Certified (MT-BC). See more under Board Certification in this text.

Master's Degree

Standards and requirements for completion of the MM/MMT degree can be found in the [Graduate and Professional Bulletin](#). Students enrolled in the equivalency plus MM/MMT program must complete all bachelor equivalency requirements (including clinical internship) prior to completing their graduate-level practicum (MU 686) and graduate project.

All students in the MM/MMT program are required to pass the common final music therapy exam, offered each semester, within two attempts. Students must complete a minimum of **30 graduate credits. A culminating project will be completed in the student's final graduate practicum (MU 686)**. This will involve a project focused on a clinical population that is proposed and completed by the student by the end of MU 686.

Pre-Professional Sequence Music Course Guidelines

Applied Studio Membership Guidelines

Students in music therapy are accepted to study in an applied studio or are accepted without an applied studio. Applied lessons are electives within the curriculum and all students who have accepted entrance to a studio will complete the bulk of their electives within the studio. As studio space is limited and applied studio faculty need time to plan their studio membership for each year, the following are guidelines for studio membership:

- Students who audition for a studio and were accepted for study in the studio make a commitment for one academic year.
- If a student wishes to no longer complete their electives in an applied studio, then they will need to submit a request for change in studio membership by November 10 of the year prior to the change (i.e., November 10, 2026 for a change to studio membership beginning August 2027).
- If a student is requesting to join a studio, the student would need to complete an audition during the regular audition days/time and be accepted to the studio.
- **Students on scholarship from a studio must meet the requirements of their scholarship to maintain the scholarship.**

Applied Studio Membership Change Request:

Students who plan to request a change in studio membership are encouraged to speak to their applied faculty and the music therapy faculty prior to submitting the request.

To assist applied faculty in planning and recruiting for studios and ensembles in upcoming semesters, please take a few minutes to communicate your interest in joining or discontinuing of applied lessons by responding to the below prompts.

- Please describe your current music learning goals:

- Please discuss the role of applied studio lessons or elective courses as they relate to your music learning goals:
- Please provide any additional information that may be helpful to communicate to the faculty (music therapy and applied instructor):

Piano/Guitar/Voice Test-Out Procedures

Undergraduate and transfer students entering as first-year college students may attempt to test out of music core courses in their first year of coursework. **Students should contact the instructor to request a placement/test out exam by the first week of courses (preferably the week before classes begin).**

Equivalency students will complete the UDQE as part of their entrance requirements for the program. The faculty will identify additional coursework in piano, guitar, or voice that may be needed in the student's program. The student will then be required to complete the placement test(s) to determine which course would be most appropriate for their skill level.

Guitar Placement Exam:

The guitar placement exam is designed to help students place within the guitar sequence (MU 155, MU 156, MU 255, MU 256). Students will complete the placement process with the guitar professor Jeff LaQuatra (Jeff.LaQuatra@colostate.edu) in their first semester (first week of classes). Initially, students will be asked to prepare the following:

1. Play and sing two songs of your choice in different keys and styles using contrasting right-hand accompaniment/strumming patterns.
2. Play and sing one song of your choice while implementing right-hand fingerpicking technique.
3. Play two 2 octave major scales (ascending and descending) in first position. You may choose from the following keys - C major - G major – D major - A major - E major
4. Demonstrate the following chord progression using full bar chords. Perform with 4 beats per measure while maintaining a slow, steady pulse. You may strum each chord on beat one of each measure. B minor - A major - G major - F#7
5. Perform the melody to the song ("Let it Be") using standard notation.
6. *Students may be asked to provide additional musical examples/skills based on their performance on these tasks.*

Piano Placement Exam:

The piano placement exam is designed to help students place within the piano sequence (MU 150, MU 153, MU 253, MU 258). **Undergraduate students** will complete the placement process with Dr. LaGasse for the MT piano courses (see below). Graduate students will complete

piano placement with Dr. LaGasse. **Please notify the music therapy faculty that you will be testing out and contact Dr. LaGasse before the first week of classes of your first semester.**

Undergrad Students: Undergrad students who feel that they have piano skills required in the piano sequence would begin by completing a placement test. Guidelines are in Appendix A of this handbook.

Graduate Equivalency Students: Graduate students will place for piano with the instructor for the music therapy piano sequence. Placement will occur in the first weeks of their first semester. Guidelines are in Appendix A of this handbook.

Voice Test Out Exam (MU 157/158)

Healthy vocal technique for use in *therapy* is essential to success in the profession and differs in some ways from the kind of technique a classically trained vocalist would learn. The voice techniques classes target use of voice in therapy, healthy vocal technique, and voice with piano/guitar. Students who are accepted to the voice studio and who are in active voice lessons will not be required to take MU 157. All undergraduate students (including those in the voice studio) will take MU 158, as this class emphasizes using voice with facilitating instruments. Students who wish to test out of the voice sequence (MU 157 and/or MU 158) will need to successfully complete the UDQE upon their entry to the program. **Undergraduate students should contact the music therapy faculty to arrange an entrance UDQE exam by the first day of the semester.** *Equivalency students completed the exam for their audition.*

Requirements for Successful Program Completion

Students will have two opportunities to pass all courses in the music therapy curriculum. If students cannot pass a course after two attempts, they must change majors. The music therapy curriculum, in part, moves in sequence and this sequence cannot be accelerated due to the AMTA clinical requirements. Therefore, a non-passing grade (D or below) will result in a one-year delay in anticipated graduation date. Delays in coursework may also result in less than fulltime status later in the program, which will impact financial aid, scholarships, etc... To ensure the student can complete the program in the time posted in the general catalog, and without undue financial burdens, students must pass all courses (C or higher) in sequence.

We would like to note that in a 40-hour work week, most music therapists play music for a significant majority of those hours, and as such, musicianship is essential. Therefore, students who are struggling with basic musicianship are encouraged to consider their strengths may lie outside the music therapy career and pursue a profession that does not have a broad acquisition of music competencies as a basic requirement. We encourage you to speak to faculty and to make these considerations as early in the program as possible. This will help with the process of transferring to another degree.

Admission to the Professional Course Sequence

Undergraduate students in music therapy must complete two tests of musical competency, in addition to showing satisfactory progress in coursework, to be accepted into the Music Therapy Professional Sequence. Students will undergo the **Upper Division Qualifying Exam (UDQE)** at the end of their fourth semester of the music therapy program. Transfer students who have completed the theory, piano, guitar, and voice sequence (or who tested out of these sequences) also undergo the UDQE prior to entering the professional course sequence. Students with prior college credits who are requesting an accelerated timeline must successfully pass the UDQE prior to beginning the professional sequence (note that an accelerated coursework timeline is not always possible due to the required sequence of methods and clinical practicum).

All undergraduate students must pass the UDQE to continue in music therapy practicum. Students who cannot pass the exam will have one additional semester to demonstrate the required skills. Students who cannot demonstrate those skills after two attempts at the UDQE will need to change majors.

Upon admission to the professional sequence, undergraduate students will take the **Music Therapy Competency Exam (MTCE)** after their third clinical practicum. Successful completion of this exam is required for continuation into the final methods courses and practicum. Students will have one additional semester to pass the exam (which would add a full year to their program). Students who do not show the required competencies on the MTCE after one try are encouraged to change majors, as this indicates that the required musical skills are not developed enough to be eligible for internship. Students who cannot pass after two attempts will be required to change majors.

Equivalency students are required to show musical proficiency equivalent to the skills expected on the UDQE for their audition to the program. Equivalency students will then successfully complete MU 241 and MU 250 in their first semester, prior to continuing with upper division undergraduate (equivalency) coursework. Students complete the Music Therapy Competency Exam (MTCE) **after their first practicum** to demonstrate functional musicianship and the AMTA competencies. Students will also be required to demonstrate sightreading and ear training skills. Equivalency students are therefore required to successfully complete the MTCE to continue into year two of the program.

Requesting Accommodations for the UDQE and MTCE

Faculty will consider extenuating circumstances specific to an individual student when assessing MTCE skills. Testing accommodations must be like those approved for classes and must be requested at least six days in advance of the exam. Please note that UDQE and MTCE requirements reflect AMTA required competencies, and the timing of the exam cannot be changed.

Upper Division Qualifying Exam

The Upper Division Qualifying Exam (UDQE) is a progression checkpoint required for undergraduate music therapy students to continue in the Music Therapy professional sequence (Methods and Practicum). The UDQE is evaluated by a panel of music therapy faculty and, when appropriate, additional music faculty members. The exam is offered once a semester.

As the music therapy program is **a music degree**, program accreditation regulations require that students show **technical skills** to demonstrate **artistic expression on primary instruments of piano, guitar, and voice**. This includes demonstrating the following:

- Technical skills requisite for artistic self-expression on the piano, guitar, and voice. This means playing at a skill level that allows for expressiveness and flexibility within the music. This will include the ability to play numerous styles, as appropriate for different genres of music.
- All students are expected to demonstrate desirable musical concepts through voice, including correct pitches/rhythms, clear tone, good breathing techniques, even vibrato, and control of dynamics.

Who Must Take the UDQE

- All **B.M. students** in the music therapy program during their **fourth semester**
- **Transfer students** who have completed theory and are positioned to test out of the piano, guitar, and voice sequence

Attempts and Continuation in the Program

- Students who do not pass the UDQE on the first try may study one additional semester; however, they will not be permitted to continue in clinical practicum (MU 486) unless they pass the exam after the second attempt.
- Failure to pass the UDQE the second time will result in the student's major being changed to the B.A. or the student may choose a major outside of music, if appropriate.
- Neither the student nor teacher has the prerogative to opt-out or delay the UDQE unless there are verifiable exceptional extenuating circumstances that have been reviewed by the Music Advisory Council and the Music Program Head. Opportunities for this exam will be scheduled one time during the semester.
- **Students who do not pass** the first attempt will complete individualized instruction (MU495F 1 credit) and clinical musicianship (MU 210 R02) to focus on musical skills before retaking the exam. Students must earn a "S" in MU 210 R02, a B or above in MU 495F, and pass the UDQE to continue in the program.
- Students will not be permitted to continue into level two of music therapy practicum (MU 486) until they have passed the UDQE exam.
- Students who do not meet the above criteria or do not pass the UDQE after the second attempt may not continue into music therapy coursework and will need to change majors.

UDQE Prerequisites

Course Requirements. Before taking the UDQE, students must complete the following with a C or better by the end of their 3rd semester:

- Theory MU 117 and MU 127
- Piano sequence: MU 150 and MU 153
- Guitar sequence: MU 155, MU 156, and MU 255
- Vocal sequence: MU 157 (non-vocal studio students) **and** MU 158 (**all students**)

Student may be concurrently enrolled, with the condition of passing with C or better by the end of 4th semester:

- Theory MU 118 and MU 128
- Piano sequence: MU 253
- Guitar sequence: MU 256
- Level I of MU 486A completed with a grade of Satisfactory (S)

Applying for the UDQE:

Once the above prerequisites are met, the students must complete the **Music Therapy Testing Application Form** no later than the middle of the academic term (Fall = October 31; Spring = March 30) in which they plan to take the exam. Students must confirm 1) that they have completed the pre-requisites to take the exam and 2) their understanding that the exam can only be attempted twice. Once the student submits the Testing Application Form, they will be contacted to schedule the exam.

UDQE Musical Skills Requirements

The purpose of the musical portion of the UDQE is to demonstrate your **musicianship, technical proficiency, functional skills, and artistry** on your primary instruments: piano, guitar, voice.

You will prepare **SIX songs total showing your skills on your primary instruments of piano, guitar, and voice:**

- **Three songs on piano with voice**
 - Two will be from the UDQE song list (see [Music & Testing Resources Folder](#))
 - One will be student choice
 - One of these songs will be recorded and submitted to your folder
- **Three songs on guitar with voice**
 - Two will be from the UDQE song list
 - One will be student choice
 - One of these songs will be recorded and submitted to your folder
- Songs should represent a variety of genres and demonstrate fluency, technical accuracy, musical expression, and appropriate stylistic performance.
- Faculty will use the rubric in [Music & Testing Resources Folder](#) to evaluate your:
 - Overall musicianship and musicality
 - Technical proficiency
 - Vocal and instrumental fluency
 - Artistic expression
 - Functional accompaniment skills

Required Submission Materials (missing materials will result in an automatic no pass). Upload the following to the **Testing Materials** folder in your individual **Shared Folder** at least **24 hours before your scheduled UDQE**. Please verify that all videos are accessible to faculty.

1. Song Index, submit a PDF that includes the following:

- Cover page with a list of all six songs with **1–2 sentences** explaining why you selected it and what aspects of your musicianship it demonstrates.
- **Song sheets for each of your songs. Each song sheet will contain the title, artist, date(s) associated with the song, key, musical introduction and cadence/outro, suggested tempo/beats per minute, history of the song (including any cultural considerations), bpm, and starting pitch.**
- **See resources and songbook template in [Music & Testing Resources Folder](#)**
- Video Submission. Upload your two videos. Please verify that all videos are accessible to the faculty.

Live UDQE Performance

During your scheduled UDQE, you will perform the four songs that were not submitted by video. Faculty may also ask you to perform or listen to recorded songs. They may ask questions about your musical decisions, accompaniment choices, interpretation, or other aspects of your performance.

Professional Interview

Following the musical performance, faculty will conduct an interview covering topics related to the music therapy profession. Your overall academic progress, clinical readiness, and professional development will also be reviewed. We will consider your readiness for proceeding toward internship using the AMTA Competencies.

Music Therapy Competency Exam (MTCE)

The MTCE exam is required for entry into Level 3 practicum for equivalency students and Level 4 practicum for undergrad students. Equivalency students must take the MTCE in week 2 of their second semester (when they are level 2 practicum students). Undergraduate students take the MTCE in finals week. Students are expected to show functional musicianship, as indicated in the AMTA competencies, on the guitar, ukulele, piano, voice, and percussion. This will include the ability to:

- Lead and accompany proficiently on the voice, ukulele, piano, and guitar.
- Play basic chord progressions in several major and minor keys with varied accompaniment patterns.
- Play and sing a basic repertoire of traditional, folk, and popular songs with and without printed music, demonstrating an understanding of music in its cultural and historical contexts.
- Sing in tune with a pleasing quality and adequate volume both with accompaniment and acapella.

- Sight-read simple compositions and song accompaniments.
- Harmonize and transpose simple compositions in several keys.
- Tune the guitar to standard and other tunings.
- Compose songs with simple accompaniment.

Song Book for MTCE:

Students will present the faculty with a song book that includes songs, age group, key, and facilitation instrument. Songs should be presented as lead sheets (lyrics and chords with Roman numeral analysis). Faculty will select music from the book for the student to play. Students should be prepared to provide a starting pitch, sing a cappella, and transpose all songs in their book. See [Music & Testing Resources Folder](#) for the TOC template and an example song sheet.

Songbooks should be submitted to **the student's 'Testing Materials' folder (located in your individual student 'Shared' folder)** at least 24 hours in advance. Students will submit a songbook containing:

- 30 songs with lyrics with 10 on piano, 10 on guitar, 5 on ukulele, and 5 on percussion.
- Repertoire will be split evenly between three age groups (child 0 - ~12 years, adult 15 - 60; older adults ~60+).
- Songs should represent a diversity of genres and cultures. At least four songs must be in a language other than English. Students may choose to include songs from spiritual or religious traditions provided that the student's songs represent diverse spiritual traditions.
- **Each song sheet will contain the title, artist, date(s) associated with the song, key, musical introduction and cadence/outro, suggested tempo/beats per minute, history of the song (including any cultural considerations), bpm, and starting pitch.**
- Table of contents that clearly lists the 30 songs, the accompaniment instrument, and the age group.
- Students will also submit two self-composed songs, one of which should be appropriate for a clinical setting. These songs are in addition to the previous 30 songs (as listed above)

Exam Instructions:

- Student must complete the [Music Therapy Testing Application Form](#)
 - Equiv students - no later than December 15 to test in week 2 of the following semester
 - Undergrads – the middle of the academic term (Fall = October 31; Spring = March 30) to test during finals week.
 - Students must confirm 1) that they have completed the pre-requisites to take the exam and 2) their understanding that the exam can only be attempted twice. Once

the student submits the Testing Application Form they will be contacted to schedule the exam.

- Students may select to record a video of two songs from their songbook and submit the videos to **the student's 'Testing Materials' folder (located in your individual student 'Shared' folder)** WITH their book (**must be submitted 24 hours in advance**). **Please ensure that videos are viewable by the faculty.**
- The faculty will choose songs for the students to perform live
- Students will sightread and play by ear. Sightreading will be at an intermediate level and will contain chords and lyrics. **Students can choose to sightread and play by ear on piano or guitar (with voice).** Students can choose to use different instruments for each task. **Example sightreading songs are found in the [Music & Testing Resources Folder](#).**

Clinical Case Presentation (in MU 486A)

Students will complete a clinical case presentation in their final semester of MU 486A. This presentation will focus on the therapeutic use of music in the clinical context. Successful demonstration of clinical competencies is required during this presentation (in combination with skills shown throughout MU 486A) will be required for entry into internship (MU 487). Students will be required to show clinical musicianship on at least one instrument, at a level of skill appropriate for entry into the clinical internship.

Music Therapy Course Prerequisites

- MU 241 - none
- MU 250 - concurrent enrollment or successful completion of MU 241. (Note: concurrent enrollment in MU 241 is applicable only to students who enter the music therapy program as a junior, senior, or equivalency student, upon advisement.)

Professional Course Sequence and Prerequisites

- First Methods Class - successful completion of MU 241 and MU 250
- Second and Third Methods Classes - successful completion of MU 241, MU 250, piano, guitar, voice, and the UDQE
- Final Methods Class - successful completion of MU 241, MU 250, UDQE, and MTCE
- MU 486A Level 2 - successful completion of the UDQE and all theory/aural skills courses.
- MU 486A Level 3 Grad/ Level 4 UG - successful completion of the MTCE
- MU 487 - Successful completion of all undergraduate coursework

Music Therapy Practicum

Prerequisites

Undergraduate students may take one level of practicum prior to the UDQE. Successful completion of the UDQE **and all UDQE prerequisites** is required for all subsequent placements. **Should students not pass the UDQE, they will be delayed from internship by a minimum of one full semester.** Students should be concurrently enrolled in practicum and MU 250 or music therapy methods courses unless all Methods courses have already been passed. In addition, when applicable, students must have passed their previous level of practicum with a grade of S.

Background Checks

Students are required to complete a yearly background check for practicum at their own expense. If a site denies placement on the basis of background check results, the student may request a new placement. However, details of some background check results could preclude placement in any practicum site. For example, a felony conviction may jeopardize eligibility for practicum, internship, and certification as a music therapist. See the [Certification Board for Music Therapy](#) for details related to background records and eligibility for certification.

If you have a criminal record and would like to talk about your case and potential options, we recommend students consider a free appointment with [CSU Student Legal Services](#).

The background check will be scheduled for summer or early fall with the CSU vendor CastleBranch. Students may need to do additional background checks if required by a confirmed practicum/service learning (SL) site. Students are responsible for initiating the background check by going to the CastleBranch website to register, pay, and authorize release to the CSU MT Area. The criminal background check is required. If the student does not complete the check or it is delayed, practicum/SL will be postponed, canceled, or rescheduled until the check is completed.

It is the student's responsibility to forward the results from the background check to the student's confirmed practicum/SL placement if required by the site. Student criminal background check results are education records as defined in the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and are reviewed only by personnel with a legitimate educational interest, such as the clinical coordinator and the area coordinator within CSU. Results are also released to personnel at the practicum/service learning site. The student background check results will be stored in the secured database with the vendor and retrieved only when needed to meet requirements for a placement.

The term "criminal background check" refers to a formal review of official state, local, and/or federal law enforcement records. Requirements to conduct student criminal background checks can arise from state law, agreements with practicum/SL sites and potentially from the rules of

external agencies (Joint Commission on Accreditation of Healthcare Organizations-JCAHO). Background checks are performed annually because the information is accurate on the day the check is performed and becomes potentially outdated over time.

If a student's background check indicates a criminal conviction, the student will be notified and provided an opportunity to address the concerns and dispute any information contained (via CastleBranch). This process could affect timing for beginning the practicum/SL placement, or may prevent a student from receiving a practicum/SL placement. Every effort will be made to work with the student to ensure accuracy and prompt review of any discrepancies.

Health Screenings

Students may be required to complete a tuberculosis (TB) test, flu immunization, COVID-19 immunization, and/or COVID-19 or drug screening at their own expense or at the expense of the site. If a site denies placement on the basis of health screening results, the student may request a new placement. However, details of some health screening results could preclude placement in any practicum site.

Dress Code

Students must maintain a professional appearance when conducting music therapy sessions. Students should dress in a manner that is appropriate to the setting. For example, students may choose to wear a CSU polo shirt, khakis and appropriate shoes for practicum sessions. When in the community for service learning or practicum placements, students need to adhere to any guidelines specific to the community sites where they are placed. **Students should refrain from wearing perfume, cologne, essential oils, or scented lotions due to chemical sensitivities of clients.**

Repeat Practicum Policy

Students who do not earn a grade S in their respective level of practicum will repeat that level of practicum. Students will only be allowed two opportunities to complete any given level of practicum. If the student is not successful at completing any practicum level (including the decision to withdraw) they will be asked to meet with the music therapy faculty to discuss their options. Practicum is a lab course that requires weekly contact in order to meet clinical pre-internship hour requirements. Students are allowed one absence. Students who accrue more than three absences in a semester must withdraw from the class and repeat the level.

Dual Enrollment in Level 3 and 4

Undergraduate music therapy students may request to take MU 486A levels 3 and 4 in their final semester and register for 2 credits in that semester. Prior to registering for the semester, the student would need to discuss this option with their Academic Success Coordinator and contact

the Music Therapy Clinic Coordinator for permission to enroll in the correct number of credits (2 credits). The student would then implement two sessions per week which could be either at the same site or two different sites. Students who wish to take practica 3 and 4 concurrently must pass the MTCE during the designated time in the semester preceding dual enrollment. This option is only offered to students who have demonstrated the required competencies in practicum levels 1 and 2 and have a GPA at or above 3.25.

Internship Eligibility and Guidelines

Please note, additional information related to completing the internship course is available in the [CSU Music Therapy Internship Handbook](#).

The clinical internship (MU 487) is the final course and culmination of the undergraduate and equivalency program in music therapy. Internship is an integrative, supervised series of professional activities and responsibilities including clinical documentation, sessions, advocacy, and professional development. Internship requires the student to demonstrate knowledge, training, and skills learned in their music therapy program. Specific American Music Therapy Association guidelines for internship can be found at:

- [National Roster Internship Guidelines](#)
- [University-Affiliated Internship Guidelines](#)

Internship Eligibility

Internship follows the completion of required coursework including one level of service learning, all levels of clinical practicum, all courses in the undergraduate degree plan (with the exception of internship - MU 487). When students are one year away from completing their undergraduate coursework, they are eligible to apply for an internship at an approved National Roster or University-Affiliated internship. A list of approved internship sites is located at [the American Music Therapy Association website](#) on the CSU Music Therapy Canvas Community. The Internship coordinator (Fall 2026 – LaGasse; Spring 2027 - Dr. Wilhelm) will provide letters of eligibility for internship. Please note, the music therapy faculty are unable to guarantee that students will be able to complete an internship at a preferred geographic location (e.g., Colorado), with a preferred clinical population, or in a preferred setting.

Recommendation Letters

Students are responsible for asking faculty and/or clinical supervisors to write letters of recommendation at least two weeks in advance of the due date. Students should provide their resume, the clinical site supervisor's name, address, and email. Please let the recommender know if you need the letter emailed, mailed, or given to you in a sealed envelope. If a student would like the faculty member or supervisor to write anything related to academic standing then they

must sign a FERPA release form (found on the internship information page on the Canvas Community).

Internship Application

Students will contact the director of prospective internship sites in order to inquire about their internship application process. Some internship sites have websites where their application may be downloaded. The internship application usually requires the student to submit written statements, letters of recommendation, and a video of musical skills. Some internship sites also require a site visit or interview via web streaming. Internships may also require a video of clinical skills; however, per the *AMTA National Roster* and *University-Affiliated Internship Guidelines*, students are not permitted to use their practicum populations for internship applications. Students must therefore role play for any clinical video submission.

Internships start at different dates throughout the year and have different application deadlines. Therefore, students should read carefully about application requirements and due dates. Students should also inquire about the length of the internship, which may be between six and nine months. Although students may inquire about numerous internship programs, they may have only *four active applications* in rotation at any one time.

Prior to applying to any internship sites, students will contact the academic internship coordinator (Dr. LaGasse Fall; Dr. Wilhelm Spring) to identify a timeline for applying to internships and gain approval of a list of prospective sites. **The Internship coordinator (Dr. LaGasse/Wilhelm) will provide letters of eligibility for Internship.**

Internship Acceptance

Once accepted to an internship site, the student is responsible for informing music therapy faculty of their acceptance. The music therapy faculty will then inquire about legal affiliate agreements. Internship sites are NOT approved until a required legal affiliate agreement has been executed, a process that can take months. Legal affiliate agreements require the approval of CSU legal counsel and must be signed by the Dean of College of Liberal Arts. **There is no guarantee that a legal agreement can be achieved with new sites (or sites due for renewal). In some instances, CSU and the site will not be able to agree on legal terms. In these cases, students will not be able to attend that internship. For this reason, we need to work well in advance to determine if a legal agreement is required of the site.** Students are not permitted to contact CSU legal or the site's legal department directly - all questions should be directed to the academic internship coordinator.

Per the *AMTA National Roster* and *University-Affiliated Internship Guidelines*, students are required to accept or decline an internship offer within 30 days of receiving the offer. Once a student has accepted an internship placement and received approval of CSU faculty, it is the

student's responsibility to notify internship directors of any active applications that they are no longer seeking placement.

Internship Expenses

Students are required to pay for all expenses related to internship including:

- University tuition and fees during the semester(s) in which you are enrolled in internship
- University and department fees (including music department program fee in fall, spring, summer semesters)
- Housing and travel expenses, including mileage
- Costs related to internship site prerequisites, which include, but are not limited to: criminal background checks, drug screens, TB test, COVID-19 test, and/or COVID-19 or flu immunization, and certifications in Basic Life Support (BLS) or Cardiopulmonary Resuscitation (CPR)
- Costs related to internship dress, which include, but are not limited to: scrubs and site-approved shoes.

Background Checks and Health Screenings

Students may be required to complete a background check and/or drug screening for internship at their own expense. If a site denies placement on the basis of background check or drug screening results, the student may apply for a new placement. However, details of some background check or drug screening results could preclude placement in any internship site. For example, a felony conviction may jeopardize eligibility for internship and certification as a music therapist. See the [Certification Board for Music Therapy website](#) for details related to background records and eligibility for certification.

Students may be required to complete a tuberculosis (TB) test, Flu/COVID-19 immunization, and/or drug screening at their own expense or at the expense of the site. If a site denies placement on the basis of health screening results, the student may request a new placement. However, details of some health screening results could preclude placement in any internship site.

Internship Enrollment

Following completion of coursework, music therapy students enroll in a clinical Internship (MU 487) starting the academic session in which they begin internship (spring, summer, or fall). Students are required to enroll in 5 credits per semester, for a total of 10 credits. These 10 credits are within your 120-credit plan for the degree program and are required for liability and workman's compensation insurance. Please note that you will continue to be assessed university and department fees while enrolled in your internship.

Enrollment in MU 487 provides the student with coverage under CSU's liability insurance policy for the duration of their internship. Depending on the specific circumstances of each internship, MU 487 enrollment may also provide students with possible worker's compensation coverage if their internship is unremunerated. **Students must be enrolled for MU 487 for the academic session in which they begin participating in the internship (i.e., if your internship spans fall and spring, then you enroll in five credits each semester).** **Students will pay the music program fee each semester of internship.** The internship is usually for a six to nine-month period.

International Student Credit Load

International students who are not taking full-time credit load for internship must complete a Curricular Practical Training request form in order to maintain international status. Students are encouraged to speak with the Office of International Programs the semester prior to internship to explain that they will be in a full-time internship that requires only one credit. International students cannot receive payment during their internship without facility/site willingness to complete the CPT form.

Grad Student Enrollment Considerations

For any students who will be taking MU 686 (Graduate Music Therapy Practicum) in a future semester, it is important to consider the implications of internship start and completion dates. In order to maintain the best track for graduation, internships need to be completed before spring semester begins to permit enrollment in MU 686 in the spring. Please carefully read guidelines for graduate practicum, as a placement must be secured prior to enrolling in MU 686.

Internship Agreement

Students enrolled in MU 487 are required to complete an individual internship agreement with CSU music therapy faculty at least one month prior to beginning their internship. This paperwork is started in practicum and is finalized once an internship site is approved. The internship agreement will outline the student's goals for internship and their level of competency in the American Music Therapy Association (AMTA) Competencies. The internship agreement will state the number of clinical hours completed at CSU, including a maximum of 30 service-learning hours.

Students must provide CSU faculty with their internship supervisor contact information, start and end dates, and any specific goals that they would like to work on in their internship site. CSU music therapy faculty will compile this information with the student's prior practicum evaluations.

Internship Course Requirements and Grading

Music therapy internships have a minimum hour requirement (900 hours) and are based on competency achievement within those hours. Therefore, students are expected to demonstrate AMTA Competencies for successful completion of the internship. Internship supervisors will work with CSU faculty to determine if the student has shown entry-level competency achieving the mark of satisfactory. If the student has not shown entry-level competency the student will achieve the mark of unsatisfactory. Students with an unsatisfactory mark in MU 487 will need to continue with additional clinical hours until they have demonstrated entry-level competency in areas of identified need.

Students enrolled in MU 487 are required to complete an individual internship agreement prior to beginning their clinical internship. This agreement will be signed by the student and the clinical internship director during the first two weeks of internship. They are also required to submit a midterm and final report of their competencies. Further, they are required to submit a site evaluation at the conclusion of their internship. All documents should be sent to the academic internship coordinator. Students will meet one time a month via Zoom as a class for the duration of their internship and complete monthly check-in assignments and a final reflection assignment at the end of each semester as part of MU487. Additional information related to meeting details and assignment expectations will be provided in the MU 487 course syllabus.

Music Therapy Board Certification

Completion of the internship and undergraduate academic work qualifies the individual to apply to take the examination given by the Certification Board for Music Therapists (CBMT). Students may apply for the CBMT exam as soon as their clinical hours are completed, their final competency report has been filed, and a satisfactory grade has been entered. Professionals who pass this examination are granted the credential, Music Therapist-Board Certified (MT-BC).

More information about board certification can be found at the [Certification Board for Music Therapists website](#).

Music Therapy Licensure

As of **April 2025**, professionals wishing to practice music therapy in Connecticut, Georgia, Illinois, Maryland, **Mississippi**, Nevada, New Jersey, North Dakota, **Ohio**, Oklahoma, Oregon, Virginia, **or** Washington will need to apply for licensure in their state. **Individuals wishing to practice music therapy in Tennessee or Utah will need to apply for a certificate in their state.** Individuals wishing to practice music therapy in Wisconsin **or** Rhode Island need to apply to be placed on the music therapy registry. Individuals wishing to practice in New York are advised that state licensure is only provided for the Licensed Creative Arts Therapist designation, which is not provided at Colorado State University. **Please note, the following states have title protection, which means individuals may not refer to themselves as a “music therapist”,**

“board-certified music therapist”/“board certified music therapist”, or “MT-BC” without holding the MT-BC credential: California, Iowa

Graduate Practicum

Upon completion of the clinical internship (MU 487), graduate-equivalency students can enroll in MU 686 for the next available Fall/Spring semester. Graduate students who hold the MT-BC may complete practicum in any semester in their second year. MU 686 runs the length of the typical semester (15 weeks) and requires a minimum of 2 hours of client contact per week.

Please communicate with your advisor about the timing and your possible placement for this course. Students need to complete the [MU686 placement form](#) at least 6 weeks before the semester starts.

Failure to plan ahead may result in delays in your enrollment. Before you contact your advisor, please carefully read these guidelines:

1. On-Campus Option:

- Faculty-assigned: Enroll in resident tuition and **submit a practicum form** to complete the course on the CSU campus with a faculty supervisor at a faculty-assigned site. Sign up via RamWeb.
- Student option: You may request permission to complete your practicum at a site of your choice in the Fort Collins area. Submit a request to your advisor and the practicum coordinator via email. **The request must be received at least 6 weeks prior to the start of the semester. Failure to request a special placement will result in a faculty-assigned placement or a delay in one semester.** Facility permission must be secured prior to beginning at a self-selected placement. Any additional fees (background checks, identification, clothing) are the responsibility of the student. Once approved, sign up via RamWeb.

2. Distance Option:

- You may elect to enroll through our online program and take the credits off-campus with CSU's online faculty.
- You must secure your placement site (may be your place of work or your telehealth system) in order to complete the distance option. Please note that some sites require contracts and students should plan well in advance for this option. You must have video permission for this option.
- Please note there may be a tuition difference for enrolling in online credits. Please see the online program page for tuition information. Any additional tuition or facilities fees (background checks, identification, clothing) are the responsibility of the student.
- [CSU online graduate music therapy degree webpage.](#)

Common Final Graduate Exam

All Plan B graduate students are required to sit for a comprehensive written exam. This exam is intended to test your overall knowledge. Dates for the exam will be posted on the Canvas community each semester. You will have two opportunities to take and pass the exam. More information about grad school requirements for successful completion of the degree is on the Graduate Bulletin. **A study guide is available on the Canvas Community site.**

IMPORTANT: Students must submit their GS24C prior to taking the exam. Go to RamWeb. Select GS24C Common Final Exam form. [Instructions are provided here](#)

Appendix A: Music Therapy Keyboard Placement Test

Exam will be offered two business days before semester begins and in the first two days of the semester.

DIRECTIONS: Perform each of the following sections to the best of your ability, being careful to follow all directions closely. Each section will be graded individually, with quality of performance determining placement in the music therapy keyboard curriculum. Questions regarding this exam may be addressed to the music therapy faculty.

Part 1: Basic Skills

Perform the following requested skills. Students will be graded on smoothness, accuracy of pitch, evenness of tone, and accuracy of finger patterns.

1. Scales: Perform five different scales (major or minor or modes). Be sure to perform all scales with proper finger patterns. Scales should be at two octaves, in eighth note patterns, quarter note at 70 BPM.
2. Arpeggios: Perform five different sets of arpeggiated inversions (root, 1st, 2nd)). Be sure to perform all arpeggios with proper finger patterns. Arpeggios should be at two octaves, in triplet patterns, quarter note at 70 BPM.

Part 2: Repertoire

Perform four songs from different genres, showing different accompaniment styles for each song. In addition to the original key, you should be able to transpose songs in the 2nd, 3rd, 4th, and 5th away from the original key (i.e., if starting in key of CM, also prepare DM, EM, FM, GM). You are required to sing and play your selections, demonstrating appropriate accompanying patterns utilizing a two-hand accompaniment pattern (no melodic playing in the right hand). Tempos and style should match each song's original tempo and style closely. The student must sing loud enough to lead a group and provide a cue for singing (i.e. – Singing “one, two, ready, sing” on the starting pitch). Evaluation will be based on smoothness of accompaniment, melodic accuracy, harmonic accuracy, rhythmic accuracy, ability to transpose, vocal competency, and musical expression.

Part III: Sight-Reading

Sight-read music provided during the exam (written in standard piano notation). You will have three minutes to prepare. ***You will be required to sing and play.*** Evaluations will be based on smoothness, melodic and chordal accuracy, and appropriateness of accompaniment.

Part IV: Improvisation

NOTE: Those attempting to test-out of the music therapy sequence should only perform Item 1 below. Those attempting to test-out of MU153 and MU253 should only perform item 2 below.

1. Harmonic/Melodic Variations: The student will select a familiar song (folk, children's, pop, etc.) with at least 3 chords and prepare harmonic and melodic variations on the song. The student will play through the original song as written and then play through the song three additional times, each time improvising in three distinctly different styles. The student should make changes to the melody, harmony and accompaniment/style each time the song is played. The melody of the song should be recognizable in each rendition (with appropriate melodic changes). Evaluation will be based on logic of improvisation, variety of style, harmonic changes, melodic changes, musical expression, and smoothness.

2. Introductions/Interludes: Choose a song prepared for the repertoire portion of this exam (Part II above). Prepare an introduction that is at minimum 8 measures long which stylistically prepares the listener to join in performing the song. For this same song, prepare an interlude that utilizes melody and accompaniment, at least 16 measures in length, that continues the energy and style of this song. For this interlude, you may "recycle" material from the song. Insert your introduction and interlude into a complete sing and play performance of this song, seamlessly transitioning from improvised material to song material. Evaluation will be based on logic of improvisation, appropriateness of style, musical expression, and smoothness.