

**BOARD OF HIGHER EDUCATION
REQUEST FOR BOARD ACTION**

BHE BHE 21- 37

BOARD DATE: December 15, 2020

**APPROVAL OF LETTER OF INTENT OF WESTFIELD STATE UNIVERSITY TO
AWARD THE BACHELOR OF MUSIC IN MUSIC THERAPY AND AUTHORIZATION
FOR FAST TRACK REVIEW**

Moved: The Board of Higher Education (BHE) has evaluated the Letter of Intent of Salem State University to award **the Bachelor of Music in Music Therapy** and has determined that the proposal aligns with BHE criteria. Accordingly, the BHE authorizes the Commissioner to review the program and to make a final determination on degree granting authority pursuant to the Fast Track review protocol.

Voted: Motion adopted by BHE 12/15/2020.

Authority: Massachusetts General Laws Chapter 15A, Section 9(b); AAC 18-40

Contact: Winifred M. Hagan, Ed.D., Senior Associate Commissioner for Strategic Planning and Public Program Approval

**BOARD OF HIGHER EDUCATION
December 2020
Westfield State University
Letter of Intent
Bachelor of Music in Music Therapy**

DEGREE TITLE ABSTRACT ON INTENT AND MISSION OF PROGRAM

Westfield State University (WSU) intends that the mission of the proposed Bachelor of Music in Music Therapy (BMMT) program is to provide high-quality, culturally responsive, and financially accessible training in music therapy in a career-focused music degree program. It is also planned that the program will lead students to board-certification as a professional music therapist through the American Music Therapy Association (AMTA). Traditional coursework, experiential learning, and real-world clinical experience offered in partnership with community institutions are planned to support student success. WSU anticipates that students will be directly engaged in the process of music therapy treatment, planning, and implementation. WSU also plans that students will learn through individualized mentorship from a board-certified music therapist, integrating traditional coursework with the practice of clinical music therapy. WSU expects that the proposed program will prepare students for employment as board-certified music therapists who have musical skill, knowledge, and artistry, for application to a wide range of clinical settings. WSU holds that students will develop the capacities to work therapeutically in a way that respects diversity, equity, and inclusion. It is explicitly intended that WSU's approach to teaching and learning in this program will support individual learning and development by emphasizing a broad range of strengths and values in the discipline. The approach is further intended to acknowledge how diverse students with different types of skillsets and background knowledge will enhance all in the learning community by recognizing and emphasizing each other's strengths.

The proposed program has obtained all necessary governance approvals and was approved by the Westfield State University Board of Trustees on June 25, 2020. The LOI was circulated on October 27, 2020. No comments were received.

A. ALIGNMENT WITH MASSACHUSETTS GOALS FOR HIGHER EDUCATION

Address Gaps in Opportunity and Achievement in Alignment with Campus-Wide Goals

WSU reports that the proposed BMMT is specifically designed to address gaps in opportunity because there are currently no public universities in Massachusetts offering a music therapy degree. WSU has developed the proposal as a career-oriented professional music degree leading to eligibility for the professional credential Music-Therapist. The music therapy program at WSU is reportedly planned to support a culturally, racially, and economically diverse group of students that more accurately reflects the diversity of clients served by music therapy. To that end WSU has developed partnerships with community music schools and high schools in traditionally underserved areas including Holyoke and Springfield, MA. WSU further expects that the proposed program will bridge the affordability gap for music therapy education particularly in response to economic impact of the COVID-19 pandemic: The proposed BMMT program is expected to emphasize music skills like improvisation, learning by ear, and expertise in non-symphonic instruments, to intentionally include students with informal musical learning and training across community and global genres, beyond western-European traditions. The curriculum is expected to integrate opportunities for early college and community college transfer students, including focused advising and applied experiential learning. WSU also plans for Clinical placements of one-hour sessions per week, so students can work while completing coursework. Additionally, students are not expected to take courses or complete additional internships during the summers, such that they are available to work between semesters. During internship, most students find that they are not able to work an additional job. WSU acknowledges that the current system for music therapy internships is not equitable and are working to minimize the effects on students while working within the strictures of professional accrediting bodies.

Program or Department Supports to Ensure Student Retention and Completion

The WSU Music Department plans to mitigate challenges to providing equitable opportunities to participate in the program and achieve certifications, by providing students with advising and technical assistance in finding scholarships, stipends, and housing during the internship portion of the program. The Department also plans to develop scholarships explicitly for the program once it has obtained BHE approval. Further, the Department expects to provide students with close mentorship and individual supervision by a board-certified music therapist and qualified clinical supervisor. That clinical supervisor will meet one-one with students for midterm and final evaluations during each semester of clinical fieldwork. This is expected to serve to identify student strengths and to discuss plans for working on areas that need support. WSU conceptualizes music therapy as a strengths-based approach to health and wellbeing and has built the curriculum around a strengths-based framework. Clinical evaluations are designed according to the AMTA Professional Competencies so that the student and music therapy faculty may continuously monitor the student's progress towards meeting the competencies and ensuring that students persist through degree attainment. Music therapy students will be expected to acquire a broad range of skills and knowledge and curriculum is organized such that students acquire competencies in the ways that align with differences in students' preexisting skills and backgrounds. Coursework is planned to provide students various opportunities to demonstrate skill development that are commensurate with learning progress. Once a student finishes all requirements of the degree, they are eligible to sit for the board-certification exam to earn the credential Music Therapist – Board-Certified. All coursework exams are structured in a way that parallels the board-certification exam so that students are adequately prepared not just in terms of content and competencies, but also the practicalities of taking the exam. WSU provided detailed examples for how students will engage in classroom learning to develop musical and non-musical clinical foundations, experiential learning, and context-based learning in applied musicianship. WSU expects that this combination provides a balanced learning approach that emphasizes practical skills, acquisition of knowledge and theory, and hands-on clinical experience. Some

courses will be offered as co-requisite, such that different types of learning can be woven together and effectively support student progress. WSU plans that throughout a student's course of study, a success-oriented curriculum will enable students to build on their areas of strengths while developing further competence in challenging areas.

Alliances and Partnerships with PK-12, Other IHE's, Community Employers

WSU has developed partnerships with the community institutions for clinical training, where music therapy students will provide music therapy sessions with on-site supervision by a board-certified music therapist. It is anticipated that these partnerships will continue to be developed as the program grows. As well, additional partnerships will be explored once the program is approved. Current partnerships include the following:

Agawam High School, ASPIRE Program

Baystate Medical Center, Adult Psychiatric Treatment Unit

Baystate Medical Center, Neuroscience Unit

Baystate Medical Center, Pediatric Inpatient Acute Care

Baystate Medical Center, Pediatric Palliative Care

Behavioral Health Network Crisis Intervention Centers, Holyoke and Westfield, MA

Berkshire Health System, Hospice Care Pediatric Palliative Care

Berkshire Hills Music Academy, South Hadley, MA

Community Music School of Springfield, Adaptive Music Partnership Program (AMP)

Jefferson House Assisted Living, Newington, CT

Ludlow Public Schools, Special Education Center

Westfield High School, Developmental Learning Program (DLP)

Westfield State University Inclusive Concurrent Enrollment Initiative (ICEI)

In addition, WSU is working with Community Music School of Springfield to develop a music therapy internship that leads to employment as a Music Therapy Fellow, a time-limited entry-level position to provide new music therapists with mentored employment experience as they enter the job market.

Relationship to MassHire Regional Blueprints

The proposed music therapy program at WSU is planned to lead students to eligibility to become a board-certified, music therapists, earning the credential “MT-BC”. Music therapy is an established health profession involving the clinical and evidence-based use of music interventions to accomplish individualized therapeutic goals by a credentialed professional.¹ Music therapists are employed in healthcare and special education settings including but not limited to medical hospitals, oncology treatment centers, physical rehabilitation clinics, behavioral and mental health settings, substance abuse programs, correctional facilities, hospice and palliative care, nursing homes and dementia care, treatment centers for persons with emotional, developmental, or physical disabilities, and special education.² While grounded in music, it is intrinsically a health profession through which clients address physical, emotional, psychological, social, and educational needs.³ According to a 2018 survey of music therapists in MA, 50% of cities and towns in MA had no music therapy services and 86.3% had two or fewer music therapists providing services.⁴ New England has fewer music therapists than any other region in the US. As of Nov. 1, 2019, only 5% of AMTA members lived in New England states.⁵

WSU provided a letter of support from a regional employer indicating that there is regional demand for music therapy that is currently unmet. WSU reports that the Pediatric Palliative Care program at Baystate Medical has been unable to fill a new music therapy position due to lack of qualified music therapists in the labor force.⁶ Similarly, a coordinator for the Community Music School of Springfield⁷ that serves children with disabilities, is unable to meet demand for music therapists to work in their Adaptive Music Program in schools and for one-on-one music therapy and adaptive music lessons.

¹ AMTA (2019). *What is music therapy?* Retrieved from <https://www.musictherapy.org/about/musictherapy/>

² AMTA (2018). 2018 AMTA Member Survey and Workforce Analysis. Silver Spring, MD: Author

³ Knight, A., LaGasse, B., & Clair, A. (2019). *Music therapy: An introduction to the profession*. Silver Spring, MD: AMTA

⁴ Massachusetts Music Therapy Survey (2018). *MA Music Therapy State Task Force*.

⁵ American Music Therapy Association (2018). 2018 AMTA Member Survey and Workforce Analysis. Silver Spring, MD: Author

⁶ M. O'Neill, personal communication, February 13, 2020

⁷ A. D'Antonio, personal communication, October 31, 2019)

Between 2005 and 2016, nationwide student enrollment in AMTA-approved music therapy programs grew from 1,596 to 3,375, an increase of 111.5%.⁸ Within MA, enrollment grew 76% between 2013 and 2017.⁹ Similarly, the number of approved academic programs leading toward board-certification as a music therapist grew from 62 in 2005 to 88 in 2019, an increase of 42%. WSU finds that this reflects increased visibility of music therapy as a profession and growing interest among college students in majoring in music therapy. WSU also reports that EAB market analysis revealed that between Feb 2017 and Jan 2020, there were an average of 58 relevant job postings per month for music therapy in Massachusetts. In the last year, from Feb 2019-Feb 2020, there were 257 relevant job postings¹⁰ in MA. This data is supported by EMSI data showing 37 unique online job postings for a Music Therapist position in MA during the period from August 2018-2019.¹¹ WSU found that the Pioneer Valley Labor Market Blueprint also identified talent shortages and difficulty attracting and retaining qualified employees as major economic challenges over the next five years¹². The labor market blueprint set a goal to design and implement educational/career programs with direct pathways for credential attainment by the end of 2020. The proposed music therapy program addresses this identified need. Finally, WSU notes that during the COVID-19 pandemic, music therapists have continued to provide services by telehealth and as essential workers in healthcare settings. In this way, music therapists have been able to provide clients with a sense of continuity and normalcy that has helped to combat the isolation and despair that many have experienced. As the current health crisis has strained the healthcare system, it has also highlighted the related increase in mental health crises that accompany compromised health, increased stress, and financial struggle. Music therapists belong to the group of service providers who address psychological and emotional well-being, a group that WSU finds is likely to be in higher demand in the wake of the pandemic.

⁸ Iwamasa, D. A. (2019). *Music therapy degree program enrollment trends: What the numbers tell us*. *Music Therapy Perspectives*, 37, 196–204

⁹ EAB (March, 2020). *Westfield State Music Therapy Pulsecheck*. www.eab.com

¹⁰ EAB (March, 2020). *Westfield State Music Therapy Pulsecheck*. www.eab.com

¹¹ EMSI (September, 2019). *Emsi Q3 2019 Data Set*. www.economicmodeling.com.

¹² Crosby & Cruise, 2018.

Duplication

There are no public institutions in MA with a degree program in music therapy. During the Fall of 2020, the University of Rhode Island opened a new BMMT program, which requires 5 years of study and a minimum of 139 credits. There are two independent institutions in MA with undergraduate degrees in music therapy, Anna Maria College and Berklee College of Music, both of which are approved by the AMTA and lead to eligibility to take the board-certification exam for music therapists, administered by the Certification Board for Music Therapists.

Innovative Approaches to Teaching and Learning

WSU plans that experiential learning will be delivered to students through Clinical Music Therapy Practicum, Capstone, and Internship, where supervised students will conduct the music therapy treatment process. Over the course of the degree program WSU expects that students will be provided with 1,200 hours of supervised practice in a variety of settings. WSU examples included music therapy groups with differently abled high school students in Westfield or practice with adults diagnosed with mental illness at the Behavioral Health Network Crisis Intervention Center in Holyoke. Upper-level music therapy coursework is designed to support experiential learning, through self-reflection and meta-cognitive analysis. To increase student understanding of the psychological, physiological, and social dynamics of music therapy, it is expected that students will engage in experiential learning in the music therapy classroom by leading and participating in mock session fragments. These learning experiences are planned to align with several AMTA Competencies. WSU also plans that all competency-based learning in the BMMT curriculum will be designed according to AMTA Standards for Education and Clinical Training, such that students will meet the AMTA's Professional Competencies. Digital learning innovations are also planned for students to learn techniques and clinical applications of digital music production. Foundational learning in this area is planned in the Music Technology course, expected to be deepened in Clinical Improvisation I & II, and applied in four semesters of Clinical Music Therapy

Practicum and one semester of Clinical Capstone in Music Therapy. In addition to this strengths-based framework embedded in the curricular design, it is planned that students receive focused advising from the Music Therapy Coordinator. This focused advising is intended to help students complete the degree, and to enable students to take time to reflect on their professional interests and find ways to align their course of study, practicum placements, and extracurricular activities with their own evolving interests, strengths, and values. When students need additional support, WSU will provide access to peer tutoring through the music department and through the Banacos Academic Center. Students who would benefit from extra support in their writing or reading skills can access tutoring and instruction through WSU's Reading and Writing Center with peer writing consultants and staff. Students will also receive individualized support from their clinical supervisors in *Clinical Music Therapy Practicum*, *Clinical Capstone in Music Therapy*, and *Music Therapy Internship*. Time for individual supervision is built into the faculty contact time for each of these courses.

Technical matters related to beginning practicum and internship placements, such as obtaining the required clearances and permissions and communicating with the clinical site, will be discussed with students in *Music Therapy Practicum Seminar* and coordinated by the Music Therapy Program Coordinator. *Music Therapy Practicum Seminar* will also include additional discussion of how to navigate internship and scholarships. Further, in the context of these structural supports, WSU has prepared frequent ungraded evaluations as a means of progress-monitoring for students and their faculty advisors. Guided by feedback and reflection students and faculty can identify emerging strengths and challenges and chart a course toward success that addresses both.

B. ALIGNMENT WITH CAMPUS STRATEGIC PLAN AND MISSION

Priority Rationale and Support of Strategic Plan and Overall Mission of Institution

WSU plans the BMMT program to be a priority because it is a career-oriented, professional degree leading students to be eligible for board-certification as music

therapists. WSU holds that this is a field with high growth trends in student enrollment and employment, responsive to state analysis of workforce data that recommends a focus on professions in the industries of healthcare and education. The community-oriented music therapy program is expected to produce professional music therapists who contribute to the social and cultural health of the community while fulfilling an economic need in the health professions, and aligned with WSU's mission, vision, and values.¹³ WSU also sees the proposed BMMT program, as one that will draw a new group of students who are interested in connecting the arts with helping professions, and may not otherwise consider the university. Adding the proposed BMMT program readily aligns with the university's strategic goals for increasing enrollment.

Overall Goals, Learning Objectives, Outcomes Evaluation (Form B Appendices)

Goals and objectives for the proposed BMMT are based on AMTA Professional Competencies, Standards for Education and Clinical Training, and Scope of Music Therapy Practice document, as well as the National Association of Schools of Music (NASM) standards and competencies for undergraduate degrees in music therapy. Adherence to AMTA standards is required for graduating students to become eligible for board-certification as a music therapist, and adherence to NASM standards is required for degree accreditation. With these requirements as a starting point, the music therapy program was then designed to align with WSU's tenets for 'Student Experience, Enrollment, Culture, and Resources' included in the Strategic Vision portion of the overall campus strategic plan. The full LOI circulated to BHE members and campus constituencies includes a thorough explanation of the goals and objectives planned for learning experiences in the proposed program.

¹³ Westfield State University (n.d.). *Mission, Vision, and Values*. Retrieved from <http://www.westfield.ma.edu/about/mission-and-vision>

C. ALIGNMENT WITH OPERATIONAL AND FINANCIAL OBJECTIVES OF INSTITUTION

Enrollment Projections (Form C Appendices)

Resources and Financial Statement of Estimated Net Impact on Institution (Form D Appendices)

Projected enrollment for the proposed BMMT program represents growth towards a target of 48 majors. This is also planned to increase enrollment in the music department's core musicianship courses and clinical foundations classes. It is anticipated that this will increase the music department's draw for students wishing to study general music, music performance, and music education, and thus may increase enrollment in these programs as well. WSU plans for the proposed program to be responsive to the financial uncertainty facing the institution because of the COVID-19 pandemic. The BMMT program has been designed to maximize utilization of existing resources and full-time faculty, and to keep the costs of adding the program minimal. Adjunct costs will be offset by savings in Applied Music, and equipment purchases will be nominal and absorbed by existing budget lines. All costs associated with adding the proposed program, other than adjunct faculty, are planned to come from existing budget lines. The program will rely largely on existing university resources with 75% of the degree requirements fulfilled by courses already offered by the university. No new facilities or substantial investment in equipment are required. WSU reports that nationwide, student enrollment in AMTA-approved music therapy programs grew by 111.5% from 2005-2016¹⁴. It is expected that this trend will be reflected in the proposed program, particularly since New England currently has only 3 of the 88 AMTA-approved music therapy programs.

The proposed budget was built around WSU's Alternative Professional Responsibilities for the Program Coordinator position that includes music therapy program administration, coordination of music therapy practicum, and focused advising related to internships, scholarships, and all other matters related to clinical training. This is an existing faculty line, repurposed for this proposed program, not a newly created position.

¹⁴ Iwamasa, D. A. (2019). *Music therapy degree program enrollment trends: What the numbers tell us*. *Music Therapy Perspectives*, 37, 196–204,

Music therapy students meet with the program coordinator to ensure that students make informed decisions about their course selection and are assigned to the most appropriate clinical placements to prepare them for music therapy practice in a variety of clinical settings. Meetings are planned to also include intentional time to discuss the student's evolving interests and goals in music therapy, as well as their emerging strengths and needs. This way, the student and program coordinator work together to align program coursework requirements with the students' strengths, values, and interests with a view towards internship, employment, and/or graduate school. As well, the department chair coordinates departmental scholarships and will regularly communicate with students about funding and scholarship opportunities - this as part of the chair's responsibility as liaison between the music department and the Westfield State Foundation.

STAFF REVIEW AND VALIDATION

Staff thoroughly reviewed the **LOI** proposing full degree granting authority for the **Bachelor of Music in Music Therapy** submitted by **Westfield State University**. Staff validate that the **LOI** includes all data required by the Massachusetts Board of Higher Education. Staff recommendation is for BHE authorization for the Commissioner to review the program pursuant to the Fast Track review protocol.

Form A: Curriculum

Form B: LOI Goals and Objectives

Form C: LOI Program Enrollment

Form D: LOI Program Budget

**Form A1: LOI Undergraduate Program Curriculum Outline
Bachelor of Music in Music Therapy**

<i>Required (Core) Courses in the Major (Total # courses required = 42)</i>		
<i>*Denotes courses that fulfill General Education core requirements</i>		
Course Number	Course Title	Credit Hours
MUSIC 0110	Basic Music Theory (majors/minors)	3
MUSC 0111	Music Theory I	2
MUSC 0112	Music Theory II	2
MUSC 0211	Music Theory III	2
MUSC 0113	Sight-Singing and Ear Training I	2
MUSC 0114	Sight-Singing and Ear Training II	2
MUSC 0113	Sight-Singing and Ear Training III	2
MUSC 0201	Music History II	3
MUSC 0152	Class Piano I	1
MUSC 0153	Class Piano II	1
MUSC 0252	Class Piano III	1
MUSC 01XX	Functional Piano	2
MUSC 01XX	Functional Guitar I	1
MUSC 01XX	Functional Guitar II	1
MUSC 0156	Voice Class	1
MUSC 0157	Percussion Class	1
MUSC 0235	Music Technology	2
MUSC 03XX	Clinical Improvisation I: Principles and Techniques	2
MUSC 03XX	Clinical Improvisation II: Group Process	2
MUSC 01XX	Music and Expressive Movement	1
MUSC 0230	Basic Conducting	2
	Primary Ensemble	2 (0.5 x 4 sem)
	Secondary Ensemble (traditional)	1 (0.5 x 2 sem)
MUSC 0240	Performance Ensemble (Music Therapy)	1 (0.5 x 2 sem)
MUSC 0174-7	Applied Music I-IV	8 (2 x 4 sem)
MUSC 0280	Music Studio	0 (0 x 4 sem)
MUSC 0107	Introduction to Music Therapy	3

MUSC 0108	Clinical Foundations of Music Therapy	1
MUSC 0210	Music Therapy and Music Education with Exceptional Learners	2
MUSC 02XX	Neurologic Systems in Music Therapy	2
MUSC 02XX	Music Therapy with Children and Adolescents	2
MUSC 02XX	Theories of Health in Music Therapy	2
MUSC 02XX	Music Therapy in Mental Healthcare	2
MUSC 03XX	Medical Music Therapy	2
MUSC 03XX	Professional Topics in Music Therapy	1
MUSC 03XX	Clinical Music Therapy Practicum	4 (1 x 4 sem)
MUSC 03XX	Music Therapy Practicum Seminar	0 (4 sem)
MUSC 03XX	Clinical Capstone in Music Therapy	1
MUSC 03XX	Internship in Music Therapy	0
PSYC 0207	Lifespan Development	3
PSYC 0201	Theories of Personality	3
PSYC 0303	Abnormal Psychology	3
	Sub Total Required Credits (Major)	79
Elective Courses (Total # courses required) = 0		
<p>Note: Students choose 5 courses (15 credits) from categories in a list of 96 course options in partial fulfillment of their general education requirements. This totals 12.5% of the degree requirements, more than double the number of elective credits recommended by the National Association of Schools of Music. Additional free electives were not included so that the degree could be limited to 120 credits while still addressing all Music Therapy Professional Competencies. Students may elect to take additional courses, but are not required to do so.</p>		
Distribution of General Education Requirements		# of Gen Ed Credits
<p>Note: See List of General Education Offerings, included below this table. Students fulfill WSU's General Education requirements by enrolling in 8 prescribed Common Core courses as identified below, in addition to selecting 5 courses from the categories listed below.</p>		Course credits are only listed in this column once, even if they fulfill more than one General Education requirement.
Humanities		
English Composition – (4 credits)		4
<ul style="list-style-type: none"> • ENGL 0101 English Composition 1 (4) 		
Literature and Philosophical Analysis – (6 credits)		6
<ul style="list-style-type: none"> • Two courses from the list below (6) 		

<i>Appreciation of the Arts</i> – (6 credits) <ul style="list-style-type: none"> MUSC 0103 Music Appreciation (majors/minors) (3) MUSC 0104 World Music (3) 	6
Social Science	
<i>United States History and Government</i> – (3 credits) <ul style="list-style-type: none"> One course from the list below 	3
<i>Social Understanding</i> – (9 credits) <ul style="list-style-type: none"> PSYC 0101 Introduction to Psychology (3) EGST 0208 Hip Hop Cultures (3) One course from the list below (3) 	9
Mathematics/Applied Analytic Reasoning	
<i>Traditional Mathematics</i> – (3-8 credits) <ul style="list-style-type: none"> MATH 0108 Elementary Statistics (3) 	3
<i>Applied Analytic Reasoning</i> – (0-4 credits) <ul style="list-style-type: none"> GARP 0246 Quant Methods of Phys/Soc Sci (3) 	3
Science	
<i>Laboratory Science</i> – (4-8 credits) <ul style="list-style-type: none"> BIOL 0104 Human Biology (4) 	4
<i>Allied Science</i> – (0-4 credits) <ul style="list-style-type: none"> One Allied Science course from the list below (3) 	3
Diversity	
<i>Global Diversity</i> – (3 credits) <ul style="list-style-type: none"> <i>Fulfilled by MUSC 0104 World Music (3), listed under Appreciation of the Arts</i> 	
<i>United States Diversity</i> – (3 credits) <ul style="list-style-type: none"> <i>Fulfilled by EGST 0208 Hip Hop Cultures (3), listed under Social Understanding</i> 	
<i>Sub Total General Education Credits</i>	41
<i>Curriculum Summary</i>	
Total number of courses required for the degree	58 (including Gen Eds)
Total credit hours required for degree	120
<i>Prerequisite, Concentration or Other Requirements: N/A</i>	

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
1. Develop clinical musicianship	<p>Demonstrate entry-level competence in the following areas, as evaluated by successful completion of coursework, passing clinical skills evaluations, and passing the Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> • Technical skill for artistic self-expression • Advanced keyboard skills • Skills in voice including ability to sing and lead groups • Guitar skills sufficient to accompany self and groups • Skills in performing and facilitating use of a variety of percussion instruments appropriate to therapeutic setting • Use of music technology appropriate to clinical settings • Conducting skills adequate to leading small and large therapeutic ensembles • Ability to lead structured and improvisatory movement with music • Clinical improvisation skills appropriate to clinical settings • Applied use of clinical musicianship skills in supervised clinical training coursework 	<ul style="list-style-type: none"> • Applied study on primary instrument/voice with juried performance • Participation in primary and secondary ensembles using primary and clinical instruments/voice • Successful completion of applied clinical musicianship courses in voice, piano, guitar, percussion, technology, and improvisation • Demonstration of applied use of clinical musicianship in Clinical Practicum, Capstone in Music Therapy, and supervised internship in music therapy 	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> • Juried solo performance in each semester enrolled in applied lessons • Advanced placement jury in second year • Pre-Internship Jury in final year • Clinical skills evaluations in each of five semesters enrolled in clinical music therapy training: four semesters of Clinical Practicum in Music Therapy and one semester of Clinical Capstone in Music Therapy • Clinical skills evaluation at the completion of the culminating internship in music therapy
2. Develop an understanding of music theory, composition, and arranging	<p>Demonstrate entry-level competence in the following areas, as evaluated by successful completion of coursework, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> • Compose music to meet the therapeutic needs of individuals and groups • Identify the elemental, structural, and stylistic characteristics of music from various periods, cultures, and genres • Transpose, arrange, and simplify music compositions for clinical settings • Sight-read and learn by ear melodies, rhythms, and chord progressions 	<ul style="list-style-type: none"> • Foundational music theory coursework in the first two years of study • Composition and arranging integrated into music therapy and clinical musicianship coursework • Music theory, composition, and arranging integrated into applied clinical context with supervision by a board-certified music therapist 	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> • Completion of music theory coursework • Music Therapy Advanced Placement Jury in second year • Completion of Pre-Internship Jury in final year • Clinical skills evaluations in each of five semesters enrolled in clinical music therapy training and at the completion of a culminating internship
3. Develop basic knowledge of music history and repertoires	<p>Demonstrate acquisition of the following at a level sufficient for entry-level competence in music therapy, as assessed by completion of coursework, functional music exams, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> • Understanding of music within historical, cultural, and stylistic contexts • Facility with a basic repertory of traditional, folk, and popular songs • Ability to recognize standard works in the literature 	<ul style="list-style-type: none"> • Coursework surveying Western art music and music from other cultures with their historical, cultural, and stylistic contexts • Study of standard repertory in applied instrument/voice lessons and primary and secondary ensembles • Integration of a variety of popular genres from the 20th and 21st centuries into clinical musicianship and music therapy coursework • Development of a repertory of clinically appropriate music in clinical musicianship courses • Applied use of music repertoires in supervised music therapy internship 	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> • Completion of music history coursework in the first two years • Completion of Music Therapy Advanced Placement Jury in second year • Completion of Pre-Internship Jury in final year • Clinical skills evaluations in each of five semesters enrolled in clinical practicum and clinical capstone • Internship Clinical Evaluation

<p>4. Develop knowledge of therapeutic principles</p>	<p>Demonstrate basic knowledge of the following sufficient for entry-level competence, as assessed by completion of clinical foundations coursework, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> • The dynamics and processes of a therapist-client relationship • The dynamics and processes of therapy groups • The accepted methods of major therapeutic approaches • The ability to apply integrated knowledge of therapeutic principles into the music therapy treatment process • Respect for and understanding of the influence of intersecting social and cultural identities on the therapeutic process • The influence of therapist's psychological and emotional responses in music therapy 	<ul style="list-style-type: none"> • Cross-disciplinary coursework in psychology, human biology, and music therapy to learn and integrate information • Sequenced music therapy coursework designed to scaffold therapeutic principles of increasing complexity • Clinical application of therapeutic principles in five semesters of clinical training plus music therapy internship with supervision by a board-certified music therapist • Assignments to support experiential learning and reflexivity built into all music therapy courses 	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> • Successful completion of cross-disciplinary coursework on therapeutic principles • Music Therapy Advanced Placement Jury in second year • Completion of Pre-Internship Jury in final year • Clinical skills evaluations in each of five semesters • Internship Clinical Evaluation
<p>5. Develop applied therapeutic knowledge for clinical settings</p>	<p>Demonstrate knowledge of the following sufficient for entry-level music therapy practice, as assessed by successful completion of coursework and clinical skills evaluations:</p> <ul style="list-style-type: none"> • Typical and atypical human development, exceptionality, and psychopathology • The causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications • The potentials and limitations of various clinical populations served by music therapists 	<ul style="list-style-type: none"> • Cross-disciplinary coursework • Music therapy coursework to integrate therapeutic knowledge in context • Music therapy coursework organized around the unique strengths and needs of different clinical populations • Assigned research papers to apply knowledge of persons with clinical needs in real-world clinical training with supervision by a board-certified music therapist 	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> • Successful completion of cross-disciplinary coursework on therapeutic principles • Music Therapy Advanced Placement Jury in second year • Completion of Pre-Internship Jury in final year • Clinical skills evaluations in each of five semesters • Internship Clinical Evaluation
<p>6. Develop knowledge of foundations and principles of music therapy</p>	<p>Demonstrate entry-level competence in the following areas, as assessed by successful completion of music therapy coursework, clinical evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> • Music therapy methods, techniques, equipment, and materials • The psychological aspects of musical behavior and experience including but not limited to perception, cognition, affective response, learning, development, preference, and creativity • The physiological aspects of the music experience including but not limited to the central and peripheral nervous system and psychomotor responses • The philosophical, physiological, and sociological basis of music as therapy 	<ul style="list-style-type: none"> • Sequenced music therapy coursework to support scaffolded development of knowledge and skill acquisition • Real-world application of knowledge in five semesters of clinical training courses with supervision by a board-certified music therapist • Integration of music therapy foundations and principles in a supervised internship 	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> • Music therapy coursework exams • Music Therapy Advanced Placement in the second year • Pre-Internship Jury in the final year • Internship Clinical Evaluation
<p>7. Develop knowledge of the music therapy treatment process</p>	<p>Demonstrate entry-level competence in the following areas of the music therapy treatment process:</p> <ul style="list-style-type: none"> • Assessment • Treatment planning • Therapy implementation • Therapy evaluation • Documentation • Discharge Planning <p>with clinical populations in the following areas of clinical service specified by the American</p>	<ul style="list-style-type: none"> • Introduction to the music therapy treatment process in the student's first two music therapy courses, Introduction to Music Therapy and Clinical Foundations of Music Therapy • Application of the music therapy treatment process in five semesters of supervised clinical training plus a supervised music therapy 	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> • Music therapy coursework exams • Music Therapy Advanced Placement in the second year • Pre-Internship Jury in the final year • Clinical skills evaluations • Internship Clinical Evaluation

	<p>Music Therapy Association Standards of Clinical Practice:</p> <ul style="list-style-type: none"> • Addictive disorders • Consultant • Intellectual and developmental disabilities • Educational settings • Older adults • Medical settings • Mental health • Physical disabilities • Private practice • Wellness practice 	internship in a variety of clinical settings	
8. Develop knowledge of professional issues in music therapy	<ul style="list-style-type: none"> • Engage effectively in interpersonal collaboration • Engage effectively in individual and group music therapy supervision • Demonstrate an understanding of the following, as evaluated by successful completion of music therapy coursework and clinical skills evaluation: <ul style="list-style-type: none"> • The professional role of a music therapist • Practical application of the AMTA Code of Ethics • Clinical music therapy program development and administration • Professional standards of clinical practice in music therapy 	<ul style="list-style-type: none"> • Introduction of professional issues in Introduction to Music Therapy • Discussion of ethical dilemmas and the AMTA code of ethics in the context of each music therapy course • Opportunities for practicing the professional role and interprofessional collaboration in five semesters of supervised clinical training • Applied practice of program administration and development in the student's supervised music therapy internship • Professional Issues in music therapy, develop music therapy program proposal for a clinical institution according to the student's interests 	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> • Music therapy coursework exams • Pre-Internship Jury in the final year • Clinical skills evaluations • Internship Clinical Evaluation
9. Synthesize knowledge and skills	<ul style="list-style-type: none"> • Interpret and apply information from professional research literature • Demonstrate a basic knowledge of various research methods • Apply integrated knowledge and skills in a clinical setting • Demonstrate ability to engage in independent learning 	<ul style="list-style-type: none"> • Research methods coursework • Music therapy coursework that requires synthesis of research findings • Application of integrated knowledge and skills in five semesters of supervised clinical practice in music therapy, including one where the student writes a clinical case study following scholarly standards • 1,010 hour supervised Music Therapy Internship 	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> • Music therapy coursework exams • Clinical Capstone in Music Therapy case study paper • Pre-Internship Jury in the final year • Clinical skills evaluations • Internship Clinical Evaluation
<p>Additional strategies to help students achieve the required music therapy competencies include:</p> <ul style="list-style-type: none"> • Targeted advising in which the student and faculty collaborate in the student's first semester to create a four-year plus internship plan. • An emphasis on applied use of classroom knowledge and skill in real-world clinical environments. This happens in five semesters of supervised music therapy practice at various community institutions and culminates in an AMTA-approved music therapy internship. • Midterm and final clinical evaluations in all five semesters of clinical training and internship. At each evaluation, the student and supervisor meet to discuss the student's strengths and needs, and if necessary, create a formal plan for remediating any deficiencies. These plans must include specific skills and criteria that must be met, strategies for meeting those criteria, and a timeline. 			

Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
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New Full-Time	2	3	5	7	11 ⁺
Continuing Full-Time	2	4	7	12	19
New Part-Time**	0	1	1	1	1
Continuing Part-Time**	0	0	1	1	1
Totals	4	8	14	21	32 ⁺⁺

Form D: LOI Program Budget

<i>One Time/ Start Up Costs</i>		Annual Enrollment					
		4 students	8 students	14 students	21 students	32 students	
	<i>Cost Categories</i>	Year 1	Year 2	Year 3	Year 4	Year 5	
\$0	Full Time Faculty <i>(Salary & Fringe*)</i> This is a current full-time faculty member in a long-standing existing faculty line, who will coordinate the music therapy program.	\$83,508 (Pre-existing faculty line). No new full-time faculty are to be added in the first 5 years.	\$85,178 (Pre-existing faculty line)	\$86,881.56 (Pre-existing faculty line)	\$88,619.19 (Pre-existing faculty line)	\$90,391.57 (Pre-existing faculty line)	
\$0	Part Time/Adjunct Faculty**						
	Clinical Supervision [⊕]	\$0	\$0	\$8,694.19	\$13,070.88	\$31,417.56	
	Classroom teaching [⊕]	\$0	\$0	\$0	\$0	\$7,785.84	
	Total Part Time/Adjunct:	\$0	\$0	\$8,694.19	\$13,070.88	\$39,203.40	
	Savings from Applied Music offset over the first 5 years: \$59,107.86 (unit rate)						
\$0	Staff	\$0	\$0	\$0	\$0	\$0	
\$0	General Administrative Costs	No additional costs	No additional costs	No additional costs	No additional costs	No additional costs	
\$0	Instructional Materials, Library Acquisitions, Musical Instruments	\$750 drawn from existing Music Dept ESTF	\$1,000 drawn from existing Music Dept ESTF	\$1,500 drawn from existing Music Dept ESTF	\$2,000 drawn from existing Music Dept ESTF	\$2,500 drawn from existing Music Dept ESTF	
\$0	Facilities/Space/Equipment, including musical instrument purchases over \$200	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
\$0	Field & Clinical Resources	\$75 <i>mileage for clinical supervision</i>	\$100 <i>mileage for clinical supervision</i>	\$200 <i>mileage for clinical supervision</i>	\$250 <i>mileage for clinical supervision</i>	\$300 <i>mileage for clinical supervision</i>	
\$500	Marketing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
\$3500	Accreditation Fees: American Music Therapy Association	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
<i>One Time/Start-Up Support</i>		Annual Income					
	<i>Revenue Sources</i>	Year 1	Year 2	Year 3	Year 4	Year 5	
N/A	Grants	N/A	N/A	N/A	N/A	N/A	
N/A	Tuition [×]	\$3,880	\$6,790	\$11,640	\$18,430	\$29,100	
N/A	Fees [×]	\$39,516	\$69,153	\$118,548	\$187,701	\$296,370	
N/A	Housing & Dining [°] <i>(For 60% of projected full-time students)</i>	\$25,417	\$44,480	\$76,252	\$120,732	\$317,715	

N/A	Tuition ⁺ <i>Part-time CGCE students</i>	\$0	\$2,550	\$5,100	\$5,100	\$5,100
N/A	Fees ⁺ <i>Part-time CGCE students</i>	\$0	\$7,050	\$14,100	\$14,100	\$14,100
N/A	Departmental	N/A				
N/A	Reallocated Funds	N/A				
N/A	Other (specify)	N/A				
	Income TOTALS	\$68,813	\$130,023	\$225,640	\$346,063	\$662,385