



New Academic Program Workflow Form

General

Proposed Name: Music Therapy

Transaction Nbr: 00000000000115

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Music

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2023

Details

Department(s):

FNRT

| DEPTMNT ID | DEPARTMENT NAME | HOST |
|------------|-----------------|------|
| 3503 | School of Music | Y |

Campus(es):

MAIN

| LOCATION | DESCRIPTION |
|----------|-------------|
| TUCSON | Tucson |

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 51.2305, Music Therapy/Therapist.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: N

Conditions for Admission/Declaration for this Major:

Admission to the UArizona School of Music (requires instrumental audition, personal statement, letter of recommendation (and UArizona admission))

Mid-career proficiency evaluation: Students must have a 3.0 GPA in their pre-major coursework and pass a proficiency evaluation in order to continue to major coursework. Students that do not pass the proficiency evaluation or need to raise their GPA will be put on a Professional Growth Plan. The Proficiency Evaluation will assess functional music skills in voice, piano, and guitar.

Students will be asked to:

- sing a major and minor key song unaccompanied,
- sightread a lead sheet for a familiar song on piano and then transpose to a different key,
- sightread a lead sheet for a familiar song on guitar and then transpose to a different key,
- play given chord progressions on guitar and piano with varied accompaniment patterns
in the keys of C, G, D, and F
- extemporize a short song to help children be successful in a given transition (i. e.,
cleaning up, walking down the stairs, etc.)

Requirements for Accreditation:

Program is already accredited, as presented, by the American Music Therapy Association (AMTA).

In order to comply with requirements set forth by the American Music Therapy Association, several evaluations based on AMTA's professional competencies are required. Student competence is evaluated on an on-going basis in music therapy courses through a system of 25 Music Therapy Skill Checks and 3 Repertoire Reviews; a formal Proficiency Evaluation between pre-major and major coursework; and a Competency Checklist evaluation at the end of the student's coursework and again at the end of the student's internship. All Skill Checks, Repertoire Reviews, Proficiency Evaluations, and Competency Evaluations will be maintained in a digital folder using the University of Arizona's

Box system so the student and faculty have shared access to the records.

In addition, observation hours are required in order to comply with the pre-clinical training hours mandated by the AMTA.

These mandatory observation hours are as follows:

Intro to Music Therapy - 5 hours

Therapeutic Processes I - 5 hours

Therapeutic Processes II - 5 hours

Program Comparisons

University Appropriateness

The University of Arizona's current administration articulates the institutional enterprise as follows:

Purpose: Working together to expand human potential, explore new horizons, and enrich life for all.

Mission: We will continuously improve how we educate and innovate so we can lead the way in developing disruptive problem-solvers capable of tackling our greatest challenges.

Vision: To create a world where human potential is realized and we're all working together to create solutions to big problems so that life in our communities, in Arizona, and on our planet can thrive.

The mission of the Fred Fox School of Music is consonant with the overarching institutional purpose.

Mission: To educate musicians as composers, educators, performers, and scholars to build meaningful lives in the arts. We contribute to the communities and institutions where we live using music to inspire and promote learning and creativity, to increase awareness of music as an essential element of the human condition, and to assist in solving problems for individuals and institutions across many domains of human experience.

Vision: The Fred Fox School of Music will be a leader among schools of music in American land grant institutions. The school will be an interdependent community of student and faculty composers, educators, performers, and scholars who balance the primary work of training musicians for careers in the arts with performances, scholarships, and outreach activities that enrich the cultural life at regional, national, and international levels.

Music therapy at its core addresses matters of human potential. The integration of health sciences with the procedures and processes of music-making continues to yield important insights about who we are and how we relate to the environment. Music therapy offers musicians who are altruistic and service-oriented a pathway toward human connections and transformations that lead patients toward healing and wholeness. This work aligns perfectly with the

objectives of the school and university. Interdisciplinary efforts such as music therapy are a key component of the current strategic plan.

The University of Arizona is an appropriate location to house a music therapy program for many reasons, including the great need in the Tucson community, opportunities to collaborate with other University of Arizona programs, and unique course offerings that would make this music therapy program stand out from similar programs. Scores of current and potential students reach out to the University each year enquiring after a music therapy degree, while job postings for music therapy in Tucson go unfilled. UArizona is uniquely positioned in the Arizona University System to maximize the opportunities that an effective music therapy program has for collaboration with related colleges and schools -- the College of Medicine being a unique asset -- in creating a truly interdisciplinary approach to health and wellness.

Currently, Tucson has about six music therapists serving a population of over one million people. Tucson is home to a Level 1 Trauma Center serving southern Arizona and northern Mexico; hosts a military base and large VA hospital; welcomes many aging "snowbirds" and retirees who are in need of wellness, rehabilitation, memory care, and hospice services; and is a regional hub of services for children and adults with developmental disabilities, youths in foster care, and individuals seeking substance abuse treatment. There is huge potential for many board-certified music therapists to thrive in Tucson, and the Fred Fox School of Music would like to be part of the process of bringing music therapy into our communities.

The Fred Fox School of Music exists alongside the University of Arizona's award-winning medical school and associated health sciences departments and there is great potential for future collaborations between the music therapy program and other departments. The Integrative Medicine department headed by Dr. Andrew Weil is celebrating 25 years of research and practice in traditional as well as emerging forms of therapy. A few doors down from the School of Music, the Speech, Language, and Hearing Sciences department hosts a large on-campus clinic. There is already inter-department collaboration in the form of an annual Music and Health seminar which is dedicated to vocal and hearing health of musicians and music educators. Faculty from the School of Music and the Speech, Language, and Hearing department collaborate on the seminar each year. Across campus, the Family Studies and Human Development program is eager to welcome music therapy students into their classes, in which music therapy students will have the opportunity to take classes alongside future counselors, child life specialists, and social workers. There is ample opportunity for music therapy students and faculty to engage in interdisciplinary collaboration with individuals and programs throughout the University of Arizona.

The University of Arizona Fred Fox School of Music offers unique programming that would make a music therapy degree stand out among other similar

programs. For example, the University of Arizona houses a professional recording studio in which students may take a recording engineering course (MUS 302) and a separate electro-acoustic studio in which students may gain experience recording, editing, and mixing in different DAW software (MUS 442). The University of Arizona is also home to CrossTalk, a one-of-a-kind ensemble using electronic percussion instruments which performs student-composed music. Students may also take courses on beatmaking and electronic music software Ableton to explore the opportunities for accessible music-making afforded by electronic percussion instruments and MIDI switches.

The University of Arizona celebrates diversity and has many opportunities for students to engage with and explore cultural and musical diversity. For example, students may choose to be a part of the nation's first Africana Studies minor with Hip-Hop Cultures focus, in which students explore rap, hip-hop dance, and more. Music therapy students may also choose to take Africana Studies Research Approaches (AFAS 302) as fulfillment of their research methods course requirement. Additionally, students would have the opportunity to take several ethnomusicology course offerings and participate in music ensembles outside of the Western Classical Music tradition, such as Mariachi Arizona, an African mbira ensemble, and a traditional Irish ensemble.

Arizona University System

| NBR | PROGRAM | DEGREE | #STDNTS | LOCATION | ACCRDT |
|-----|---------------|--------|---------|--------------------------|--------|
| 1 | Music Therapy | BMUS | 12 | Arizona State University | Y |

Peer Comparison

Faculty & Resources

Faculty

Current Faculty:

| INSTR ID | NAME | DEPT | RANK | DEGREE | FCLTY/% |
|----------|--------------------|------|-------------|----------------------|---------|
| 01897608 | Theodore Buchholz | 3503 | Assit. Prof | Doctor Musical Arts | 1.00 |
| 12109087 | Thomas Cockrell | 3503 | Professor | Doctor Musical Arts | 1.00 |
| 12202601 | Lisa Zdechlik | 3503 | Professor | Doctor Musical Arts | 10.00 |
| 14107687 | Brian Moon | 3503 | Assit. Prof | Doctor of Philosophy | 1.00 |
| 14608801 | Elizabeth Schauer | 3503 | Assoc. Prof | Doctor Musical Arts | 10.00 |
| 14609541 | Kristin Dauphinais | 3503 | Assoc. Prof | Doctor Musical Arts | 1.00 |

| INSTR ID | NAME | DEPT | RANK | DEGREE | FCLTY/% |
|----------|---------------------|------|-----------------|----------------------|---------|
| 15907077 | Donald Kinser-Traut | 3503 | Assit. Prof | Doctor of Philosophy | 10.00 |
| 17106412 | David Pomeroy | 3503 | Professor | Doctor of Philosophy | 1.00 |
| 22057425 | Sara Fraker | 3503 | Assit. Prof | Doctor Musical Arts | 10.00 |
| 22061610 | Jennifer Post | 3503 | Senior Lecturer | Doctor of Philosophy | 1.00 |
| 22062882 | Angelo Versace | 3503 | Assoc. Prof | Doctor Musical Arts | 1.00 |
| 22067461 | John Muniz | 3503 | Assit. Prof | Doctor of Philosophy | 10.00 |
| 22071198 | Chad Nicholson | 3503 | Assoc. Prof | Doctor Musical Arts | 1.00 |
| 22080535 | Yuanyuan He | 3503 | Assit. Prof | Doctor Musical Arts | 1.00 |
| 23147985 | Daniel Linder | 3503 | Assit. Prof | Doctor Musical Arts | 1.00 |

Additional Faculty:

1.00 FTE assistant professor position is secured with College of Fine Arts; national search to commence upon ABOR plan approval.

Current Student & Faculty FTE

| DEPARTMENT | UGRD HEAD COUNT | GRAD HEAD COUNT | FACULTY FTE |
|------------|-----------------|-----------------|-------------|
| 3503 | 262 | 0 | 1.00 |

Projected Student & Faculty FTE

| | UGRD HEAD COUNT | | | GRAD HEAD COUNT | | | FACULTY FTE | | |
|------|-----------------|------|------|-----------------|------|------|-------------|------|------|
| DEPT | YR 1 | YR 2 | YR 3 | YR 1 | YR 2 | YR 3 | YR 1 | YR 2 | YR 3 |
| 3503 | 262 | 272 | 282 | 0 | 0 | 0 | 1.00 | 1.00 | 1.00 |

Library

Acquisitions Needed:

N/A; please see below

Physical Facilities & Equipment

Existing Physical Facilities:

The Fred Fox School of Music exists alongside the University of Arizona's award-winning medical school and associated health sciences departments. They work in partnership with Banner Health

Corporation offering state-of-the-art facilities and patient services. The Integrative Medicine department headed by Dr. Andrew Weil is celebrating 25 years of research and practice in traditional as well as emerging forms of therapy.

A few doors down from the School of Music, the Speech, Language, and Hearing Sciences department hosts a large on-campus clinic. There is already inter-department collaboration in the form of an annual ¿Music and Health¿ seminar which is dedicated to vocal and hearing health of musicians and music educators. Faculty from the School of Music and the Speech, Language, and Hearing department collaborate on the seminar each year.

Across campus, the Family Studies and Human Development program is eager to welcome music therapy students into their classes, in which music therapy students will have the opportunity to take classes alongside future counselors, child life specialists, and social workers. There is ample opportunity for music therapy students and faculty to engage in interdisciplinary collaboration with individuals and programs throughout the University of Arizona.

The Fine Arts Library and Health Sciences Library each have their own facilities and meet all accreditation standards of their respective accrediting organizations. The Fine Arts Library, housed within the School of Music building, offers students access to audiovisual equipment, including a portable recording studio, MIDI keyboard, laptops, and tablets; physical and electronic access to books and journals; software applicable to music therapy students, such as the Adobe suite, Finale, Qualtrics, and SPSS; meeting rooms for students; and more.

Health Sciences recently dedicated a new Health Sciences Innovation Building dedicated to emerging work across disciplines. Initial funding will come from the College of Fine Arts and partners in Health Sciences. We anticipate cluster hires and dual appointments in relevant units.

The music school has adequate equipment, instruments, practice rooms, and supplies to support needs of faculty and students. The music therapy program will share the current music education space, which is a large space with a smartboard, computer and projector, white boards, and flexible furniture that can

readily accommodate lecture/note taking, small group discussions, or large movement activities. The space is outfitted with a classroom set of guitars, hand drums, tubanos and djembes, Orff instruments, unpitched percussion instruments, manipulatives, and more. In addition, the future music therapy program at the University of Arizona has received a large donation of music therapy texts, songbooks, percussion instruments, hand chimes, and drums that are intended for music therapy students to check out and use during their practicum placements.

The University of Arizona Fred Fox School of Music offers much in the way of music technology that would be applicable to the interests of music therapy students and would meet the music therapy elective requirement. For example, the University of Arizona houses a professional recording studio in which

6

students may take a recording engineering course (MUS 302) and a separate electro-acoustic studio in which students may gain experience recording, editing, and mixing in different DAW software (MUS 442). The University of Arizona is also home to CrossTalk, a one-of-a-kind ensemble using electronic percussion instruments which performs student-composed music. Students may also take courses on beatmaking and electronic music software Ableton to explore the opportunities for accessible music-making afforded by electronic percussion instruments and MIDI switches.

Additional Facilities Required & Anticipated:

None; please see above.

Other Support

Other Support Currently Available:

Support staff applicable to this program primarily consist of the undergraduate academic advisor, Mr. David Boulton, and the senior program coordinator, Ms. Shelly Braun

Other Support Needed over the Next Three Years:

No further staff or assistance required.

Comments During Approval Process



NEW ACADEMIC PROGRAM – MAJOR Preliminary Proposal Form

*Please complete the following information. Brief summaries are sufficient, and the completed document should be only 3-4 pages. **Italicized instructions can be deleted before submitting this form.***

I. Program Details

- a. **Name (and Degree Type) of Proposed Academic Program:** Bachelor of Music (BM) Music Therapy
 - i. **Emphases (if applicable):** N/A
- b. **Academic Unit(s)/College(s):** School of Music/College of Fine Arts
- c. **Campus/Location(s):** Main Campus

Note: if UA Online is a desired option, please complete the form [here](#) to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.
- d. **First Admission Term (i.e., Fall 2021):** Fall 2023
- e. **Primary Contact and Email:** Lori Wiest, Director, School of Music – lwiest@arizona.edu

II. Executive Summary (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major):

Music therapy's integration of health sciences with the procedures and processes of music-making continues to yield important insights about who we are and how we relate to the environment. Music therapy offers musicians who are altruistic and service-oriented a pathway toward human connections and transformations that lead patients toward healing and wholeness. Scores of current and potential students reach out to the University each year enquiring after a music therapy degree, while job postings for music therapy in Tucson go unfilled; currently, Tucson has about seven music therapists serving a population of over one million people. The need for music therapy services in Tucson is great, as the city is home to a Level 1 Trauma Center serving southern Arizona and northern Mexico; hosts a military base and large VA hospital; welcomes many aging "snowbirds" and retirees who are in need of wellness, rehabilitation, memory care, and hospice services; and is a regional hub of services for children and adults with developmental disabilities, youths in foster care, and individuals seeking substance abuse treatment.

III. Brief Program Description: Work with [campus marketing](#) to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically 100-250 words.

Music has the power to transform lives and communities. A degree in music therapy at University of Arizona will provide specialized music skills, theoretical foundations, and clinical experience in preparation for you to become a board-certified music therapist. Learn to harness

the medium of music to make a tangible impact on the world around you while collaborating with a diverse community of musicians and health professionals. Students are not only prepared to work across the lifespan, from birth to death, and in a variety of settings, including schools, hospitals, prisons, and more, but are also equipped with business skills and ethical decision-making in order to thrive in the presence of real life challenges.

- IV. **Program Rationale:** *In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university. In order to support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources, etc.?*

This degree program is part of Objective #5 ("build partnership and programming around the topic of Arts and Health") within University Strategic Initiative number 3.2A ("Making the Arts Central to the UA Experience.")

- V. **Projected Enrollment for the First Three Years:** *Note that for the full proposal, you will need to provide evidence to support the projection (through student/alumni surveys, enrollment in existing courses, peer programs, etc.) At this stage, a rough estimate is sufficient.*

| Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 10 | 20 | 30 |

- VI. **Evidence of Market Demand:** *Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from Burning Glass) by skills obtained/CIP code of the proposed major; contact the [Office of Curricular Affairs](#) to request the report if needed for your proposal. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*

Market analysis (by CIP code*) shows a 12% increase in career outcomes for similar programs in just a five year period (2014-2019). In the same period, while the number of institutions offering similar preparation programs increased by only 3%, the number of music therapy degrees conferred by those institutions climbed by 60%. This figure at once indicates: the growth in demand for board certified music therapists; the increasing popularity of music therapy programs, and the potential for significant growth in enrollment numbers over time. Large public universities account for much of this significant uptick in degree conferrals, with institutions such as University of Kansas, Cleveland State University, and Eastern Michigan University seeing increased conferrals of 85.7%, 333%, and 116.7% respectively. Arizona's demand for certified music therapists, as demonstrated by job postings, is above average even without adjusting for population size; nationally, neighboring California and nearby Texas have the first and third highest demand respectively, and neither of these large population states, with many of the positive sunbelt demographic/demand indicators that we identify for Arizona, houses one of the top music therapy programs as identified in this CIP market analysis.

*Provided by OIA 12/2/2020, available for review by request

- VII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*

Bachelor of Music (BMus) program at Arizona State University

VIII. **Resources**

- a. **Summarize new resources required to offer the program:** *may include additional faculty, staff, equipment, facilities, etc.* 1.00 FTE career track faculty position
- b. **Estimate total expected cost:** \$78,780
- c. **Estimate total expected revenue of the program:** \$139,622 (year 3)

*budget worksheet available upon request

IX. **Required Signatures** *(the following should be included in the notification memo to campus):*

a. **Program Director/Main Proposer:**

i. **Signature:**



ii. **Name and Title:** Dr. Lori Wiest, Director, School of Music

iii. **Date:** 10/22/2021

b. **Managing Unit:**


i. **Signature:** Same as above

ii. **Name and Title:** Same as above

iii. **Date:**

c. **College:**

i. **Signature:**



ii. **Name and Title:** Deanna Fitzgerald, Associate Dean, College of Fine Arts

iii. **Date:** Oct 27, 2021

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS–

UNDERGRADUATE

| | |
|---|---|
| Total units required to complete the degree | 120 |
| Upper-division units required to complete the degree | 42 |
| Foundation courses | Foundations Composition: (ENGL 101 + 102, ENGL 101A+102, ENGL 109H, or ENGL 107 + 108) |
| Second language | 2 nd Semester Proficiency |
| Math | Math 163 (3 units) |
| General education requirements | <p>A. General Education Introduction (1 course) UNIV 101 (1)</p> <p>B. Exploring Perspectives (4 courses) Artist (3) Humanist (3) Natural Scientist (3) Social Scientist (3)</p> <p>C. Building Connections (3 courses, 9 units)</p> <p>D. General Education Capstone (1 course) UNIV 301 (1)</p> |
| List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.) | <p>Admission to the UArizona School of Music</p> <p>Mid-career Proficiency Evaluation: Students must have a 3.0 GPA in their Core I coursework and pass a proficiency evaluation in order to continue to further major coursework. Students that do not pass the Proficiency Evaluation or need to raise their GPA will be put on a Professional Growth Plan. The Proficiency Evaluation will assess functional music skills in voice, piano, and guitar as evidenced by their grades in Music Core I coursework. In general, this will confirm that students are able to:</p> <p>-- sing a major and minor key song unaccompanied, -- sightread a lead sheet for a familiar song on piano and then transpose to a different key,</p> |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

| | |
|---|--|
| | -- sightread a lead sheet for a familiar song on guitar and then transpose to a different key, -- play given chord progressions on guitar and piano with varied accompaniment patterns in the keys of C, G, D, and F -- extemporize a short song to help children be successful in a given transition (i.e., cleaning up, walking down the stairs, etc.) |
| Major requirements | |
| Minimum # of units required in the major (units counting towards major units and major GPA) | 84 |
| Minimum # of upper-division units required in the major (upper division units counting towards major GPA) | 45 |
| Minimum # of residency units to be completed in the major | Minimum 18 of required units 30 in residence must be upper-division |
| Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. | |
| Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department. | Music Core I (42 units, 6 upper-division) MUS 120A Musical Skills and Structure I (3) MUS 120B Musical Skills and Structure II (3) MUS 210A Piano Class III (1) MUS 210B Piano Class IV (1) MUS 220A Musical Skills and Structure III (3) MUS 220B Musical Skills and Structure IV (3) MUS 200/400 Large Conducted Ensemble (4) MUSI 182-282 Applied Lessons (8) MUS 130B Intro to Music Literature (2) MUS 360 Music Fundamentals Through Experience (3) ANTH 324 Anatomy, Biomechanics & Evolution (3) |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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| | |
|--|---|
| | <p>FSHD 117 Lifespan Human Development (3) FCSC/FSHD 202 Research Methods (3) MUS (180) Introduction to Music Therapy (2)</p> <p>Music Core II (12 units, 9 upper-division) MUS 330A or 330B Music History (3) MUS 310 Piano for Music Ed. Majors (1) MUS 370 Introduction to Conducting (2) MUS 421 Orchestration (3) Elective (3)</p> <p>Clinical Foundation (30 units, upper-division) FSHD 401 Basic Skills in Counseling (3) FSHD 405 Theories of Counseling (3) FSHD 427A or 427C Prevention/Treatment (3) Music Therapy Foundation: MUS 380 Therapeutic Processes in Music Therapy I (2) MUS 381 Therapeutic Processes in Music Therapy II (2) MUS 480 Clinical Populations 1 (3) MUS 481 Clinical Populations 2 (3) MUS 482 Clinical Populations 3 (3) MUS 483 Music Therapy Ethics and Professionalism (2) MUS 494 Practicum (4) MUS 493 Internship (2)</p> |
| <p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p> | <p>MUS 494 Practicum (4 units) Course Description: Practicum represents the vast majority of pre-internship clinical training hours. You are responsible for all stages of the treatment process: assessment, treatment planning, treatment implementation, treatment evaluation, documentation, and termination/discharge planning. Your responsibilities are to maintain professional conduct and communication at all times; be receptive to feedback from your on-site and/or music therapy clinical training supervisor; attend weekly group supervision; and schedule a minimum of three individual supervision meetings with music therapy faculty.</p> |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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|--|--|
| | <p>Each pre-internship placement accrues 44 hours. This is designated as 15 hours of supervision, at least 12 hours of client contact, and 17 hours of time spent treatment planning, session planning, creating data collection instruments, and writing documentation. Students will fill out timecards and upload into the University of Arizona's Box online storage system.</p> <p>MUS 493 Internship (2 units) Course Description: Music therapy students are in clinical placements, developing and implementing professional music therapy services for clients. Students are required to complete a minimum of 990 internship hours.</p> <p>This course is supplemental to the music therapy intern's on-site obligations. Students will engage in bi-weekly check-ins and submit their time sheets.</p> |
| <p>Senior thesis or senior project required (Yes/No). If yes, provide description.</p> | <p>No</p> |
| <p>Additional requirements (provide description)</p> | <p>In order to comply with requirements, set forth by the American Music Therapy Association, several evaluations based on AMTA's professional competencies are required. Student competence is evaluated on an on-going basis in music therapy courses through a system of 25 Music Therapy Skill Checks and 3 Repertoire Reviews; a formal Proficiency Evaluation between Music Core I and proceeding major coursework; and a Competency Checklist evaluation at the end of the student's coursework and again at the end of the student's internship. All Skill Checks, Repertoire Reviews, Proficiency Evaluations, and Competency Evaluations will be maintained in a digital folder using the University of Arizona's Box system, so the student and faculty have shared access to the records.</p> <p>In addition, observation hours are required in order to comply with the pre-clinical training hours mandated by the AMTA. These mandatory observation hours are as follows: MUS 180 Intro to Music Therapy - 5 hours MUS 380 Therapeutic Processes I - 5 hours MUS 381 Therapeutic Processes II - 5 hours MUS 480 Clinical Populations I - 8 hours MUS 481 Clinical Populations II - 8 hours MUS 482 Clinical Populations III - 8 hours</p> |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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| | |
|--|--|
| Minor (specify if optional or required) | Optional |
| Any double-dipping restrictions (Yes/No)? If yes, provide description. | Yes. There is no double-dipping between major and second major, major and minor, or major/minor and Foundations apart from University-wide allowances for Gen. Ed. |

II. CURRENT COURSES–

| Course prefix and number (include cross-listings) | Units | Title | Pre-requisites | Modes of delivery (online, in-person, hybrid) | Typically Offered (F, W, Sp, Su) | Dept signed party to proposal? (Yes/No) |
|---|-------------|---------------------------------------|--|---|----------------------------------|---|
| MUS 120A | 3 | Music Skills & Structure I | MUS 119 or music theory readiness placement exam | In-person | F | Yes |
| MUS 120B | 3 | Music Skills & Structure II | MUS 120A | In-person | Sp | Yes |
| MUS 220A | 3 | Music Skills & Structure III | MUS 120B | In-person | F | Yes |
| MUS 220B | 3 | Music Skills & Structure IV | MUS 220A | In-person | Sp | Yes |
| MUS 210A | 1 | Piano Class III | MUS 110B or proficiency placement | In-person | F | Yes |
| MUS 210 B | 1 | Piano Class IV | MUS 210A or proficiency placement | In-person | Sp | Yes |
| MUS 400 | 1 (4 total) | Large Conducted Ensemble | Varies by course | In-person | F / Sp | Yes |
| MUSI 182 / 282 | 2 (8 total) | Applied Lessons | Audition | In-person | F / Sp | Yes |
| MUS 130B | 2 | Introduction to Music Literature | None | In-person | Sp | Yes |
| MUS 360 | 3 | Music Fundamentals through Experience | None | In-person / Online | F / Sp / Su | Yes |
| MUS 330A / B | 3 | Music History | MUS 220 B | In-person / Online | A: F / Su B: Sp / Su | Yes |
| MUS 310 | 1 | Piano for Music Education Majors | MUS 210B | In-person | F / Sp | Yes |
| MUS 370 | 2 | Introduction to Conducting | MUS 220B | In-person | F | Yes |
| MUS 421 | 3 | Orchestration | MUS 220B | In-person | Sp | Yes |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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| | | | | | | |
|---------------|-------------|--|---|--------------------|-------------|-----|
| MUS 493 | 2 | Internship | All other major course work completed or in-progress. Proficiency evaluation. | In-person | F / Sp / Su | Yes |
| MUS 494 | 1 (4 total) | Practicum | Proficiency evaluation. GPA of 3.0 or higher in major coursework. | In-person | F / Sp / Su | Yes |
| FSHD 117 | 3 | Lifespan Human Development | None | In-person / Online | F / Sp / Su | No |
| ANTH 324 | 3 | Anatomy, Biomechanics, and Evolution | None | In-person / Online | Sp | No |
| FCSC 202 | 3 | Research Methods | None | In-person | F / Sp | No |
| FSHD 401 | 3 | Basic Skills in Counseling | 6 units of social science | In-person / Online | F / Sp | No |
| FSHD 405 | 3 | Theories of Counseling | FSHD 401 | In-person / Online | F / Sp / Su | No |
| FSHD 427A / C | 3 | Prevention / Treatment of Problems in Adult or Child Development | None | In-person / Online | F / Sp / Su | No |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

V. NEW COURSES NEEDED –

| Course prefix and number (include cross-listings) | Units | Title | Pre-requisites | Modes of delivery (online, in-person, hybrid) | Status* | Anticipated first term offered | Typically Offered (F, W, Sp, Su) | Dept signed party to proposal? (Yes/No) | Faculty members available to teach the courses |
|---|-------|--|-------------------------|---|---------|--------------------------------|----------------------------------|---|--|
| MUS 180 | 2 | Introduction to Music Therapy | No corresponding column | In-person | S | Sp24 | Sp | N / A | TBD |
| MUS 380 | 2 | Therapeutic Processes in Music Therapy 1 | No corresponding column | In-person | S | Sp24 | Sp | N / A | TBD |
| MUS 381 | 2 | Therapeutic Processes in Music Therapy 2 | No corresponding column | In-person | S | F23 | F | N / A | TBD |
| MUS 480 | 3 | Clinical Populations 1 | No corresponding column | In-person | S | F23 | F | N / A | TBD |
| MUS 481 | 3 | Clinical Populations 2 | No corresponding column | In-person | S | Sp24 | Sp | N / A | TBD |
| MUS 482 | 3 | Clinical Populations 3 | No corresponding column | In-person | S | F23 | F | N / A | TBD |
| MUS 483 | 2 | Music Therapy Ethics and Professionalism | No corresponding column | In-person | S | Sp24 | S | N / A | TBD |

*In development (D); submitted for approval (S); approved (A)

a.

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

VI. FACULTY INFORMATION-

| Faculty Member | Involvement | UA Vitae link or Box folder link |
|--------------------|--|---|
| TBD | Teach MUS 180 (Intro. to Music Therapy), MUS 380, 381 (Therapeutic Processes 1 and 2), MUS 380, 481, 482 (Clinical Population 1, 2, 3) MUS 483 (Music Therapy Ethics and Professionalism), MUS 494 (Practicum), MUS 493 (Internship) | National search for faculty position to commence upon final approval of this degree plan. |
| Lisa Zdechlik | MUS 110A, 110B, 210A, 210B, 310 | http://music.arizona.edu/people/directory/zdechlik/ |
| Don Kinser-Traut | MUS 110A, 110B, 210A, 210B, 310 | http://music.arizona.edu/people/directory/dgtraut/ |
| David Boyd Pomeroy | MUS 120A, 120B, 220A, 220B | http://music.arizona.edu/people/directory/pomeroy/ |
| John Muniz | MUS 120A, 120B, 220A, 220B | http://music.arizona.edu/people/directory/johnmuniz/ |
| John Brobeck | MUS 330A, 330B | http://music.arizona.edu/people/directory/brobeck |
| Jennifer Post | MUS 130A, 130B, 360 | http://music.arizona.edu/people/directory/jcpost |
| Chad Nicholson | MUS 400 (bands) | http://music.arizona.edu/people/directory/crnichol |
| Elizabeth Schauer | MUS 400 (choirs), MUS 370 | http://music.arizona.edu/people/directory/erschaeue |
| Thomas Cockrell | MUS 400 (orchestras) | http://music.arizona.edu/people/directory/cockrell |
| Angelo Versace | MUS 400 (jazz) | http://music.arizona.edu/people/directory/aversace |
| Yudai Ueda | MUS 370 | https://music.arizona.edu/people/directory/ueda/ |
| Kay He | MUS 421 | http://music.arizona.edu/people/directory/kayhecomposer |
| Brain Moon | MUS 360 | http://music.arizona.edu/people/directory/bmoon |
| Theodore Buchholz | MUSI 182-282 (strings) | http://music.arizona.edu/people/directory/buchholz |
| Daniel Linder | MUSI 182-282 (keyboard) | http://music.arizona.edu/people/directory/dlinder |
| Kristin Dauphinais | MUSI 182-282 (vocal) | http://music.arizona.edu/people/directory/kdauphin |
| Sara Fraker | MUSI 182-282(winds/percussion) | http://music.arizona.edu/people/directory/sarafraker |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

| Semester 1 | | Semester 2 | | Semester 3 | | Semester 4 | |
|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| Course prefix and number | Units | Course prefix and number | Units | Course prefix and number | Units | Course prefix and number | Units |
| ENGL 101 | 3 | ENGL 102 | 3 | GEN ED | 3 | GEN ED | 3 |
| UNIV 101 | 1 | GEN ED | 3 | MATH 163 | 3 | ANTH 324 | 3 |
| MUS 120A | 3 | MUS 120B | 3 | FSHD 117 | 3 | FCSC 202 | 3 |
| MUSI 182 | 2 | MUSI 182 | 2 | MUS 210A | 1 | MUS 210B | 1 |
| MUS 400 | 1 | MUSI 400 | 1 | MUS 220A | 3 | MUS 220B | 3 |
| MUS 360 | 3 | MUS 130B | 2 | MUSI 282 | 2 | MUSI 282 | 2 |
| GEN ED | 3 | MUS 180 | 2 | MUS 400 | 1 | MUS 400 | 1 |
| | | | | | | MUS 380 | 2 |
| Total | 16 | Total | 16 | Total | 16 | Total | 18 |

| Semester 5 | | Semester 6 | | Semester 7 | | Semester 8 | |
|--------------------------|-------|--------------------------|-------|--------------------------|-------|--------------------------|-------|
| Course prefix and number | Units | Course prefix and number | Units | Course prefix and number | Units | Course prefix and number | Units |
| GEN ED | 3 | MAJOR ELECTIVE | 3 | GEN ED + UNIV 301 | 4 | Language 102* | 4 |
| MUS 330A | 3 | GEN ED | 3 | FSHD 405 | 3 | MUS 483 | 2 |
| MUS 370 | 2 | FSHD 401 | 3 | FSHD 427A or C | 3 | MUS 494 | 1 |
| MUS 310 | 1 | MUS 421 | 3 | | | MUS 493 (INTERNSHIP) | 2 |
| MUS 381 | 2 | MUS 481 | 3 | MUS 482 | 3 | | |
| MUS 480 | 3 | MUS 494 | 1 | MUS 494 | 1 | | |
| MUS 494 | 1 | | | | | | |
| Total | 15 | Total | 16 | Total | 14 | Total | 9 |

*120 unit degree plan (as shown) assumes 2PL placement in an approved second language

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Program: BM in Music Therapy

| |
|--|
| Learning Outcome #1: In the areas of voice, guitar, keyboard, and percussion, students will create musical performances, arrangements, and compositions that employ transposition, harmonization, and physical movement. |
| Concepts: Functioning of and interrelationship among harmony, melody, rhythm, texture, and movement on a variety of performing media. |
| Assessment Methods: Musicianship knowledge and ability will be assessed through music skills checks and repertoire reviews, mid-career proficiency evaluation, and self-evaluations, including competency checklists. Methods of assessment will include course-embedded assessments, student self-reflection and observational feedback in pre-clinical placements, summative assessment data (see next column), internship site surveys and student exit surveys |
| Measures: 25 Music Therapy Skill Checks embedded in courses (Skill Check Assessment Form), 3 Repertoire Reviews (Memorized Song Assessment Form), Mid-Career Proficiency Evaluation between pre-major and major coursework. Students who do not pass the evaluation will be placed on a professional growth plan, Competency goal-setting worksheets and self-evaluations, Competency Checklist pre- and post- evaluations at the end of the student's coursework and again at the end of the student's internship. Professional Growth Plans as needed to address concerns regarding student competence. |
| Learning Outcome #2: Drawing on appropriate terminology from the fields of medicine and education, students will identify and describe the characteristics of typical and atypical human development. |
| Concepts: Human Development in the context of the fields of medicine and education. |
| Competencies: Students will demonstrate their knowledge, from various professional and theoretical perspectives, of the details of human development and will be able to articulate those details. |
| Assessment Methods: These will be assessed through course-embedded assessments, observational feedback in pre-clinical placements, Summative assessment data, Internship site surveys and student exit surveys, CBMT board-certification exam results. Exams, papers, and other forms of student work, Treatment planning and implementation in pre-clinical placements, Competency Checklist pre- and post-evaluations at the end of the student's coursework and again at the end of the student's internship. |
| Measures: Topics explored and assessed in: FSHD 117, ANTH 324, FSHD 401, FSHD 405. Topics applied practically in: MUS 494 (Pre-clinical placements), MUS 493 (Internship). Competency Checklist evaluation and CBMT exam results after program completion. |
| Learning Outcome #3: Students will develop treatment plans consistent with accepted methods of major therapeutic approaches, doing so in the context of best practices that govern the therapist-client relationship in the field of Music Therapy. |
| Concepts: Approaches and practices in treatment and therapy consistent with the norms of the field of Music Therapy. |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

| |
|--|
| Competencies: Students will demonstrate the ability to develop and execute treatment plans consistent with the norms of the field of Music Therapy. |
| Assessment Methods: These will be assessed through course-embedded assessments, observational feedback in pre-clinical placements, summative assessment data, internship site surveys and student exit surveys, CBMT board-certification exam results (are graduates becoming board-certified?). Methods of assessment include exams, papers, and other forms of student work, treatment planning and implementation in pre-clinical placements, Competency Checklist pre- and post- evaluations at the end of the student's coursework and again at the end of the student's internship. |
| Measures: Topic introduced in Intro to Music Therapy, Knowledge of topic deepened FSHD 401 & 405, Knowledge of topic applied practically and assessed in Clinical Populations courses and MUS 494 & 493, Competency Checklist evaluation and CBMT exam results after program completion. |
| Learning Outcome #4: Students will identify and explain the purposes of the accepted criteria for assessing clients or patients, treating them, evaluating progress, and terminating treatment for the populations specified in the standards of Clinical Practice for Music Therapy. |
| Concepts: Assessment, treatment and evaluation of patients, and termination of patient/client relationships |
| Competencies: Students will demonstrate the ability to assess the needs of patients, treat them properly, evaluate their progress, and terminate their treatment when appropriate. |
| Assessment Methods: Methods of assessment for these competencies include exams, papers, and other forms of student work, Treatment planning and implementation in pre-clinical placements, Competency Checklist pre- and post- evaluations at the end of the student's coursework and again at the end of the student's internship. |
| Measures: Topics covered in all music therapy coursework, Knowledge assessed at the end of each course, Knowledge of topics applied practically in MUS 494 (Pre-clinical placements) and MUS 493 (Internship), Competency Checklist evaluation and CBMT exam results after program completion. |
| Learning Outcome #5: Using statistics and field-specific methodologies, students will evaluate the challenges involved in solving a contemporary problem in or related to the field of music therapy, and design and execute ethical projects that confront these challenges. |
| Concepts: Study design, data collection, statistics and data analysis, and research methodologies |
| Competencies: Students will demonstrate their ability to plan and create studies, read and evaluate literature, collect and analyze data from a research project, and evaluate and communicate results. |
| Assessment Methods: Exams, papers, and other forms of student work, Treatment planning and implementation in pre-clinical placements. Methods of assessment include course-embedded assessments, student self-reflection and observational feedback in pre-clinical placements, summative assessment data, Internship site surveys and student exit surveys |

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Measures: Statistics introduced in MATH 163, Research methods introduced in Intro to Music Therapy course and developed in FCSC 202, Knowledge applied in Clinical Populations courses through research papers and presentations, Ability to apply research in clinical practice assessed in Practicum and Internship placements

IX. PROGRAM ASSESSMENT PLAN-

| Assessment Measure | Source(s) of Evidence | Data Collection Point(s) |
|---------------------------------------|--|--|
| Student Feedback | Three Electronic Surveys | After the student's proficiency evaluation, during their internship, and six months to one year after graduating |
| Clinical Training Supervisor Feedback | All clinical supervisors will be sent an electronic survey to evaluate the strengths and needs of the students they have supervised. | Semi-Annual (at the end of each semester) |
| Board Certification Rates | Certification Exam Results | Annually |
| Job Placement Statistics | Alumni Survey | Bi-annual alumni survey |

X. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

| 5-YEAR PROJECTED ANNUAL ENROLLMENT | | | | | |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Number of Students | 10 | 10 | 12 | 12 | 15 |

Data/evidence used to determine projected enrollment numbers:

Cohorts of 10 are listed as the first benchmark in student enrollment. The limiting factor of cohorts is the ability of one full-time faculty member to oversee practicum placements, which require site visits, while teaching courses. In order to grow the program beyond smaller cohorts, an adjunct board-certified music therapist will eventually need to be hired to supervise student practicum placements.

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

The projected enrollment numbers were determined based on active interest from existing School of Music majors, current music minors, and other UA students as evidenced through direct communication with faculty and with staff advisor; requests and inquiries fielded at national and regional music and music educators' conferences (including TMEA, CASMEC, AMEA, Midwest, FMEA and others); enrollment rates at peer institutions; and growth in demand for music therapists in Arizona as noted in section II above.

- XI. **ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

| PROJECTED DEGREES AWARDED ANNUALLY | | | | | |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 st Year | 2 nd Year | 3 rd Year | 4 th Year | 5 th Year |
| Number of Degrees | 4 | 9-10 | 9-10 | 10-12 | 10-12 |
| | | | | | |

Data/evidence used to determine number of anticipated degrees awarded annually:

Some students will choose to complete their internship concurrently with their final semester and other students will choose to strategically finish coursework and move to a preferred internship location. For this reason, a smaller number of degrees will be conferred the first-year degrees are conferred and the number will be expected to stabilize around 10-12, assuming only one full-time faculty member is supervising practicums. Arizona State University, as a comparison, had 12 bachelor's and 4 master's degrees awarded in the 2018-2019 academic year. Florida State University awarded 8 bachelor's and 9 master's degrees in the 2018-2019 academic year. Both of those institutions maintain three music therapy faculty.

Retention rates are expected to remain high based on the robust system of advising and professional growth plans that are already implemented in the School of Music and yield high retention rates.



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Retention: Evaluative and advisement processes

At their orientation to the program, students will sign a Music Therapy Program Professional Standards contract. Through this orientation process, students will be made aware of the academic and behavior standards to which they must comply. They will also be made aware of the Performance Concern policy and Professional Growth Plans which exist to ensure all students have clear expectations and know their available supports.

Throughout their studies, students will be given opportunities to cultivate their academic and writing skills. The Program Director will meet with students on an as-needed basis when there are performance concerns identified by course instructors or on-site supervisors. Additionally, students will meet at least once each semester with the music therapy program director for advising.

Retention: Addressing academic or musical deficiencies

Course instructors or clinical supervisors will respond to students who demonstrate academic or musical deficiencies during the program with a Performance Concern form. In the event of a minor performance concern, such as tardiness or lack of preparedness, the program director will meet with the student and complete a Response to Concern form which indicates next steps for remediation. If the issue persists, or if there is a major performance concern, the program director will convene a Professional Growth Team to support the student in preparing a personalized Professional Growth Plan (PGP), which specifies expectations, plans how the student will be supported, and names potential consequences if the expectations are not met by a specified

- IX. **Program Fees and Differential Tuition (PFDT) Request** – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

Appendix A. Minor or Master's Requirements. N/A

Appendix B. Emphasis Print Information- N/A



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

University:

| |
|--|
| Name of Proposed Academic Program: Bachelor of Music: Music Therapy |
| Academic Department: Fred Fox School of Music |
| Geographic Site: Tucson, AZ (Main Campus) |
| Instructional Modality: In-person, hybrid, iCourse |
| Total Credit Hours: 120 |
| Proposed Inception Term: Fall 2023 (2234) |
| Brief Program Description: Music has the power to transform lives and communities. A degree in music therapy will provide you with everything you need--specialized music skills, theoretical foundations, and clinical experience--to become a board-certified music therapist. Learn to harness the medium of music to make a tangible impact on the world around you while collaborating with a diverse community of musicians and health professionals. Students are not only prepared to work across the lifespan, from birth to death, and in a variety of settings, including schools, hospitals, prisons, and more, but are also equipped with business skills and ethical decision-making in order to thrive in the presence of real life challenges. |
| Learning Outcomes and Assessment Plan: Outcome 1: Students will demonstrate functional musicianship in the following domains: voice, guitar, piano, percussion, transposing/harmonizing, movement, and conducting. |



THE UNIVERSITY
OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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Outcome 2: Students will demonstrate basic knowledge of typical and atypical human systems and development and the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.

Outcome 3: Students will demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship and accepted methods of major therapeutic approaches.

Outcome 4: Students will apply basic knowledge of the principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.

Outcome 5: Students will demonstrate basic research skills such as understanding basic statistics; preparing academic APA-style papers; reading research articles; designing ethical and appropriate methodologies, and collecting and interpreting data.



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OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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12/9/2020

Curriculum Map - Courses and Activities Mapped to BM in Music Therapy

University of Arizona AMS
DEMO AREA

Bachelor of Music in Music Therapy

Courses and Activities Mapped to BM in Music Therapy

| | Outcome | | | | |
|--|---|--|--|---|---|
| | Outcome 1 Students will demonstrate functional musicianship in the following domains: voice, guitar, piano, percussion, transposing/harmonizing, movement, and conducting. | Outcome 2 Students will demonstrate basic knowledge of typical and atypical human systems and development and the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications. | Outcome 3 Students will demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship and accepted methods of major therapeutic approaches | Outcome 4 Students will apply basic knowledge of the principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice. | Outcome 5 Students will demonstrate basic research skills such as understanding basic statistics, preparing academic APA-style papers, reading research articles, designing ethical and appropriate methodologies, and collecting and interpreting data. |
| Courses and Learning Activities | | | | | |
| MUS 120 Course assignments Transposing/harmonizing | I | | | | |
| MUS 360 Course assignments Guitar | I | | | | |
| MUS 210 Course assignments Piano | I | | | | |
| MUS 220 Course assignments Transposing/harmonizing | P | | | | |
| MUS 310 Course assignments Piano | P | | | | |
| MUS New course Course assignments Intro to Music Therapy | | | I | I | |
| ANTH 324 Course assignments | | I | | | |
| MATH 163 Course assignments | | | | | I |
| FCSC 202 Course assignments | | | | | P |
| FSHD 117 Course assignments | | I | | | |
| MUS 370 Course assignments Conducting | P | | | | |
| MUS 421 Course assignments Transposing/harmonizing | P | | | | |
| FSHD 401 Course assignments | | | P | | |
| FSHD 405 Course assignments | | | P | | |
| FSHD 427 Course assignments | | P | | | |
| MUS New course Course assignments Therapeutic Processes in Music Therapy 1; all music skills | P | | | P | P |
| MUS New course Course assignments Therapeutic Processes in Music Therapy 2; All music skills | P | | | P | P |
| MUS New course Course assignments Clinical Populations 1 | | P | P | P | P |

https://folio.taskstream.com/Folio/CurMap/Workspace.asp?qyz=WjctM1n3eEaEd5lVPBN&folder_id=phzkhbzh00pbzftcd9e3cphbzd&map_id=anhthg... 1/2



THE UNIVERSITY
OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

12/9/2020

Curriculum Map - Courses and Activities Mapped to BM in Music Therapy

| | Outcome | | | | |
|---|---|--|--|---|---|
| | Outcome 1 Students will demonstrate functional musicianship in the following domains: voice, guitar, piano, percussion, transposing/harmonizing, movement, and conducting. | Outcome 2 Students will demonstrate basic knowledge of typical and atypical human systems and development and the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications. | Outcome 3 Students will demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship and accepted methods of major therapeutic approaches | Outcome 4 Students will apply basic knowledge of the principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice. | Outcome 5 Students will demonstrate basic research skills such as understanding basic statistics, preparing academic APA-style papers, reading research articles, designing ethical and appropriate methodologies, and collecting and interpreting data. |
| MUS New course Course assignments Clinical Populations 2 | | P | P | P | P |
| MUS New course Course assignments Clinical Populations 3 | | P | P | P | P |
| Mus 494 Course assignments Practicum | P | P | P | P | |
| Program Assessment Activities | | | | | |
| Evaluation Mid career proficiency evaluation A basic proficiency | A | | | | |
| MUS New course Course assignments Topics in Music Therapy | | | | | A |
| Mus 493 Internship-Direct | A | A | A | A | |
| MUS 493 Internship-Indirect | A | A | A | A | A |
| Legend : I Introduced P Practiced A Assessed I/P Introduced/Prac | | | | | |

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Projected Enrollment for the First Three Years:

10 students per freshman cohort

Evidence of Market Demand:

Inquiries from prospective and current students; demographic features and trends in surrounding geographic area.

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Market analysis (by CIP code*) shows a 12% increase in career outcomes for similar programs in just a five-year period (2014-2019). In the same period, while the number of institutions offering similar preparation programs increased by only 3%, the number of music therapy degrees conferred by those institutions climbed by 60%. This figure at once indicates: the growth in demand for board certified music therapists; the increasing popularity of music therapy programs, and the potential for significant growth in enrollment numbers over time. Large public universities account for much of this significant uptick in degree conferrals, with institutions such as University of Kansas, Cleveland State University, and Eastern Michigan University seeing increased conferrals of 85.7%, 333%, and 116.7% respectively. Arizona's demand for certified music therapists, as demonstrated by job postings, is above average even without adjusting for population size; nationally, neighboring California and nearby Texas have the first and third highest demand respectively, and neither of these large population states, with many of the positive sunbelt demographic/demand indicators that we identify for Arizona, houses one of the top music therapy programs as identified in this CIP market analysis.

Similar Programs Offered at Arizona Public Universities:

Bachelor of Music (BMus) program at Arizona State University

FOR CURRICULAR AFFAIRS USE ONLY

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):

1.00 FTE tenure-eligible faculty position (through approved national search)

Plan to Request Program Fee/Differentiated Tuition? YES **NO** (existing College of Fine Arts differential tuition to apply)

Estimated Amount:

Program Fee Justification: N / A

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.



THE UNIVERSITY
OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

Specialized Accreditation? **YES** NO (granted/active)

Accreditor:

American Music Therapy Association (AMTA) – program approved, as presented here, by AMTA.



New Academic Program PEER COMPARISON

| | | | |
|---------------------------------------|--|--|--|
| Program name, degree, and institution | Bachelor of Music in Music Therapy UArizona | Music Therapy, BMUS Arizona State University | Bachelor of Music- Emphasis in Music Therapy University of Iowa |
| Current number of students enrolled | | 60 (estimated) | 25 |
| Program Description | Music has the power to transform lives and communities. A degree in music therapy at University of Arizona will provide specialized music skills, theoretical foundations, and clinical experience in preparation for you to become a board-certified music therapist. Learn to harness the medium of music to make a tangible impact on the world around you while collaborating with a diverse community of musicians and health professionals. Students are not only prepared to work across the lifespan, from birth to death, and in a variety of settings, including schools, hospitals, prisons, and more, but are also equipped with business skills and ethical decision-making in order to thrive in the presence of real life challenges. | The Bachelor of Music in music therapy is a professional, four-year degree program of intensive study in the field of music therapy. Completion of the BMus in music therapy ensures eligibility to take the board certification exam. Successful completion of the exam legitimates students for practice as music therapist-board certified (MT-BC credential). Professional curriculum is approved by the American Music Therapy Association. | The undergraduate music therapy program provides the required academic and clinical coursework necessary to become professionally certified as a music therapist. The program, which is approved by the American Music Therapy Association, prepares students to pass the Certification Board for Music Therapists national exam, which is required for entry-level music therapy positions. |
| Target Careers | Music Therapist | Music Therapists; Recreational Therapists; Art, Drama, and Music Teachers, Postsecondary | Music Therapist |
| Emphases? | No | No | Yes; Clinical or Performance |

| | | | |
|---|--|--|--|
| Minimum # of units required | 120 | 120 | 122-156 |
| Level of Math required | General | General | Elementary Statistics & Inference |
| Level of Second Language required | Second Semester | None | World Language -4 levels of 1 language |
| Pre-Major? (Yes/No) | No | No | No |
| Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.) | Admission to the UArizona School of Music and Mid-career Proficiency Evaluation: Students must have a 3.0 GPA in their Core I coursework and pass a proficiency evaluation in order to continue to further major coursework. Students that do not pass the Proficiency Evaluation or need to raise their GPA will be put on a Professional Growth Plan. | Admission to the music program is highly selective and based on an audition process. Students must pass a jury in term 4 to be eligible for MUP 311 as an Advanced Performance Course in Term 5. | Undergraduate students must be admitted to the School of Music as well as the University. Students must receive a grade of "C+" or higher in Orientation to Music Therapy (MUS:1687) to qualify for other music therapy courses. |
| Internship, practicum, or applied/experiential requirements? If yes, describe. | <p>MUS 494 Practicum (4 units) Each pre-internship placement accrues 44 hours. This is designated as 15 hours of supervision, at least 12 hours of client contact, and 17 hours of time spent treatment planning, session planning, creating data collection instruments, and writing documentation. Students will fill out timecards and upload into the University of Arizona's Box online storage system.</p> <p>MUS 493 Internship (2 units) Music therapy students are in clinical placements, developing and implementing professional music</p> | Students register for MUE 476 (6-month internship) in the last semester and complete it after finishing all coursework for the degree. Degree is posted after completion of all requirements and the internship. | After academic coursework has been fulfilled, students complete a six month internship at one of several hundred approved clinical sites off campus |

| | | | |
|--|---|--|--|
| | therapy services for clients. Students are required to complete a minimum of 990 internship hours. This course is supplemental to the music therapy intern's on-site obligations. Students will engage in bi-weekly check-ins and submit their time sheets. | | |
|--|---|--|--|

Additional questions:

1. How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

The proposed program aligns with the two peer programs listed above in that it is an AMTA-accredited undergraduate professional training program leading to Board certification in Music Therapy. All three programs share an ostensibly similarly structured curriculum incorporating institutional general education/foundations curricula, fundamental musicianship concepts and competences, and direct professional training in music therapy.

Like these peer institution programs, this proposal includes requirements for substantial exploration of music theory, piano, instrumental performance, and music histories/literatures/traditions and repertoires within its musicianship core. These programs feature similar exposure to foundational study of social scientific qualitative and quantitative methods, counselling skills and strategies, and relevant developmental psychology concepts. These programs all cumulative a similar, substantial capstone internship requirement that fulfills institutional accreditation and individual certification requirements.

While we don't have detailed information about the characteristics of participants in the peer programs, this program appeals to a diverse range of potential students, some of whom currently pursue their less preferred pathways in other health and wellness fields, some of whom pursue generalized music degrees or music education, and some of whom are not currently served by the availability of an accredited program through which to pursue their career objectives. As is noted elsewhere in this proposal, interactions and inquiries from prospective students continue to support the premise that there is significant appetite for twenty-first century career focused offerings at the confluence of music and health and wellness fields and, specifically, for a music therapy program at the University of Arizona.

2. How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.

3. How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona? (Please note that the unit's answers to questions 2 and 3 are combined below)

Our proposed program is notable and distinct in the ways in which it draws from and is responsive to: the needs of the southern Arizona region; the unique expertise and collaborative potential within the University of Arizona; and the focus on the lifespan needs of music therapy patients/clients.

Practically, this program is designed to fill a market gap and to satisfy an unmet and growing demand for music therapy services in the Tucson/southern Arizona region that, in part, exist by virtue of a growing population of older adults (including retirees and the 'snowbird' population). As a unit, we are aware of and acutely responsive to our role and responsibilities in being integrated into, enriching, and serving the needs of our communities in the Tucson, southern Arizona, and border regions. Music therapy is a wonderful vehicle through which we can build those crucial connections and contribute it substantial ways to the wellbeing of our neighbors.

By being housed at the University of Arizona, this program offers opportunities to students/researchers in this program for collaboration and interdisciplinary exploration with connected, health-related fields through UA's College of Medicine and of Health Sciences. Current faculty research interests include important and music therapy connected topics such as the interaction of music with brain health in older adults, with an emphasis on Alzheimer's and dementia. The launch of this program unleashes significant potential for meaningful and mutually beneficial expansion of our research and curricular integration with academic units at UA.

This program consciously addresses the music therapy needs of our communities across the full lifespan of patients and clients. In addition, students in this program will take music therapy clinical populations courses focused specifically on different patient age profiles and populations — specific targets that do not appear to be addressed directly in the course titles of the other programs in our state — in addition to complementary coursework in the social sciences relating to human development

| | |
|---|--------------------------------------|
| BUDGET PROJECTION FORM | |
| | |
| Name of Proposed Program or Unit: | Fred Fox School of Music / BA |
| Budget Contact Person: Jacqueline Shrestha | Projected |
| | |
| | 1st Year 2021 - 2022 |
| | |
| CFA Units / Year of Study | 19 |
| Increase in enrollment - 10 per year | |
| | |
| METRICS | |
| Net increase in annual college enrollment UG | 10 |
| Net increase in college SCH UG | 190 |
| Net increase in annual college enrollment Grad | |
| Net increase in college SCH Grad | |
| Number of enrollments being charged a Program Fee | |
| New Sponsored Activity (MTDC) | |
| Number of Faculty FTE | 1.00 |
| | |
| FUNDING SOURCES | |
| \$/SCH | \$256 |
| \$/Major (per semester) | \$1,089 |
| | |
| <u>Continuing Sources</u> | |
| UG RCM Revenue (net of cost allocation) 30% INST | \$49,294 |
| Grad RCM Revenue (net of cost allocation) | |
| Program Fee RCM Revenue (net of cost allocation) | |
| F and A Revenues (net of cost allocations) | |
| UA Online Revenues | |
| Distance Learning Revenues | |
| Reallocation from existing College funds (attach description) | |
| Other Items (attach description) | |
| Total Continuing | \$49,294 |
| | |
| <u>One-time Sources</u> | |
| College fund balances | |
| Institutional Strategic Investment | |
| Gift Funding | |
| Other Items (attach description) | |
| Total One-time | \$ - |
| | |
| TOTAL SOURCES | \$ - |
| | |

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|--|------------------|
| EXPENDITURE ITEMS | |
| <u>Continuing Expenditures</u> | |
| Faculty (TE) | \$60,000 |
| Other Personnel | |
| Employee Related Expense | \$18,780 |
| Graduate Assistantships | |
| Other Graduate Aid | |
| Operations (materials, supplies, phones, etc.) | |
| Additional Space Cost | |
| Other Items (attach description) | |
| Total Continuing | \$78,780 |
| | |
| <u>One-time Expenditures</u> | |
| Construction or Renovation | |
| Start-up Equipment | |
| Replace Equipment | |
| Library Resources | |
| Other Items (attach description) | |
| Total One-time | |
| | |
| TOTAL EXPENDITURES | \$78,780 |
| | |
| Net Projected Fiscal Effect | -\$29,486 |

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| | Updated January 22, 2021 |
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| in Music Therapy | |
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| 2nd Year 2022 - 2023 | 3rd Year 2023 - 2024 |
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| 16 | 17 |
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| 10 | 10 |
| 350 | 520 |
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| \$1,093 | \$1,097 |
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| \$93,324 | \$139,622 |
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| \$78,780 | \$78,780 |
| | |
| \$14,544 | \$60,842 |



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES
**Norton School of Family
& Consumer Sciences**
Family Studies & Human Development

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P.O. Box 210078
Tucson, AZ 85721-0078

Ofc: (520) 621-1075
Fax: (520) 621-9445

cals.arizona.edu/fcs

December 11, 2020

Lori J Wiest, Director
Fred Fox School of Music
University of Arizona

Dear Director Wiest,

This memo is to grant permission for including the course(s) listed below from Family Studies and Human Development and Family and Consumer Sciences in the proposed curriculum for an undergraduate major in Music Therapy from the Fred Fox School of Music.

I agree to allow regular access to these course(s) to students in the proposed Music Therapy major:

FSHD 117 Lifespan Human Development
FSHD 401 Basic Skills in Counseling
FSHD 405 Theories of Counseling
FSHD 427 A/C Prevention/Treatment of Problems in Adult OR Child Development
FCSC 202 Research Methods

Sincerely,

Russell B. Toomey, Ph.D.
University of Arizona Distinguished Scholar
Chair and Associate Professor
Family Studies & Human Development
University of Arizona
toomey@arizona.edu
(520) 621-4009

December 4, 2020

Lori J Wiest, Director
Fred Fox School of Music
University of Arizona

Dear Director Wiest,

This memo is to grant permission for including the course listed below from the Department of Mathematics in the proposed curriculum for an undergraduate major in Music Therapy from the Fred Fox School of Music.

I agree to allow regular access to this course to students in the proposed Music Therapy major:

Math 163: Basic Statistics

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Lin', with a stylized flourish at the end.

Kevin K. Lin, PhD
Associate Professor
Associate Head, STEM Instruction
Department of Mathematics
University of Arizona