



NEW GRADUATE CONCENTRATION PROPOSALS
ARIZONA STATE UNIVERSITY
GRADUATE COLLEGE

This form should be used for academic units wishing to propose a new concentration for existing graduate degrees.

A concentration is a subspecialty within a degree and major, which reflects that the student has fulfilled a designated, specialized course of study, which qualifies the student as having distinctive skills and training in one highly concentrated area of the major. Concentrations are formally-recognized educational designations (including the assignment of a university plan code for reporting/record-keeping purposes and appearance on the ASU transcript). Concentrations are to be distinguished from not formally recognized academic distinctions frequently referred to as "emphases," "tracks," "foci," "options," etc.

Submit the completed and signed (chairs, unit deans) proposal to the **Office of Graduate Academic Programs**. Mail code 1003 and electronic copies to ozel@asu.edu or Denise.Campbell@asu.edu

Please type.

Contact Name: Jeffrey E. Bush
Contact Phone: 480-965-5069
College/School/Division Name: Herberger Institute for Design and the Arts
Academic Unit Name: School of Music <small>(or proposing faculty group for interdisciplinary proposals)</small>
Existing Graduate Degree and Major under which this concentration will be established: Master of Music in Music Therapy
Proposed Concentration Name: Clinical Music Therapy
Do Not Fill in this information: <u>Office Use Only</u>
Plan Code:
CIP Code:

1. Overview

- A. Provide a brief description of the new concentration (including the specific focus of the new concentration, relationship to other concentrations in this degree program, etc).

The focus of this concentration is to provide interested students with the academic coursework to become a board-certified music therapist (through the American Music Therapy Association) in the United States; as such, it is a practical degree designed for students with a bachelor's degree in any music discipline (performance, education, theory, arts in music, etc.), but without certification. The MM IN Music Therapy program was originally designed and approved for individuals that already have certification and who are looking to broaden and deepen their knowledge of music therapy processes and the various clinical practices of music therapy.

2. Impact Assessment

- A. Explain the unit's need for the new concentration (e.g., market demand, research base, direction of the discipline, and interdisciplinary considerations). How will the new concentration complement the existing degree program, including enrollment, national ranking, etc?

We currently experience 15-25 annual inquiries from individuals wishing to obtain music therapy certification and who have bachelor's degrees in music; 10-15 enroll annually in our equivalency program (officially listed as non-degree students). This concentration would replace the equivalency program. Consequently we know, from over 15 years experience, that there is a steady and reliable demand for this training. As music therapy is a growth field (we have close to 100% placement of graduates from our bachelor's degree and equivalency program), we can safely assert there is strong market demand. Currently, numerous jobs in music therapy go unfilled because of the lack of trained music therapists.

The proposed concentration will function as an entry level certification program for those with a bachelor's degree in music already wishing to enter the music therapy field. There will be no competition for this concentration at ASU: the current program in music therapy requires board certification before entry and is designed for those already working in the music therapy field. Because of this, the establishment of a new concentration will not effect the recruitment or numbers of the original Master of Music in Music Therapy major. No other degrees at ASU lead towards music therapy certification. Further, there is no comparable program in the United States: consequently, there is no competition for the students that will enter this concentration.

- B. Please identify other **related** ASU programs and outline how the new concentration will complement these existing ASU programs? **(If applicable, statements of support from potentially-affected academic unit administrators need to be included with this proposal submission.)**

The program complements the special education area in the Mary Lou Fulton Institute and Graduate School of Education. Due to tangential relationships to the Department of Psychology as well as the School of Social and Family Dynamics (Sociology), we have submitted the proposal to these units as well. None of these units have objections to this new concentration (see attached).

- C. Is this an interdisciplinary concentration? If yes, please address the relationship of the proposed concentration to other existing degree programs and any parallel or similar concentrations in these degree programs.
Not an interdisciplinary program

3. Academic Requirements and Curriculum

- A. What are the total minimum hours required for the major and degree under which the proposed concentration will be established?
31
- B. Please provide the admissions criteria for the proposed concentration. If they are identical to the admission criteria for the existing major and degree program under which this concentration will be established, you may attach a copy of these criteria as they appear in the *Graduate Catalog*, departmental website, or other source (please indicate source).
* **Earned Bachelor's degree in Music or Fine Arts with a music emphasis**
* **Demonstrated skills in the arease of acoustic guitar accompaniment, piano accompaniment, accapella singing (determined through audition/entrance interview)**
* **Three letters of recommendation**
* **Personal interview with music therapy faculty**
* **GPA of 3.0 or higher**
- C. If the proposed concentration is part of a larger, interdisciplinary agenda, please provide additional admission information related to students who may enter with various academic backgrounds, including expected entry-level competencies.
N/A
- D. What knowledge, competencies, and skills (learning outcomes) should students have when they graduate from this proposed concentration program? Examples of program learning outcomes can be found at (<http://www.asu.edu/oue/assessment.html>).

The knowledge, competencies and skills required of an entry-level professional music therapist have been established by the American Music Therapy Association and the Certification Board for Music Therapists. Specific program learning outcomes for the new music therapy concentration are listed below

1. Graduates will successfully use a wide variety of music performance skills, including guitar, piano, voice, percussion, and their major instrument, in music therapy sessions.
2. Graduates will successfully use a number of musical forms and expressions, including improvisation, song writing, composition, and musical group leading, in music therapy sessions.
3. Graduates will assess client functioning in the following areas: music skills and interests, cognitive functioning, social/emotional, and psychomotor functioning.
4. Graduates will communicate assessment information in written and verbal forms appropriate to a professional setting.
5. Graduates will set goals and session outcomes for clients based on assessment information.
6. Graduates will plan music therapy sessions, including music therapy interventions to be used, music therapy interventions to be used, and equipment and materials needed, appropriate to the client being served.
7. Graduates will implement planned music therapy sessions utilizing behavior management techniques, verbal skills, and music therapy methods appropriate to the client.
8. Graduates will successfully conduct group and individual music therapy sessions.
9. Graduates will establish and maintain interpersonal relationships with clients conducive to therapy.
10. Graduates will evaluate the results of their therapy interventions utilizing evaluation measures and means of recording results.
11. Graduates will write in a professional style utilizing appropriate professional terms and vocabulary.
12. Graduates will successfully interpret and analyze information presented in research reports.
13. Graduates will perform data-based literature searches.

14. Graduates will work in compliance with ethical standards and Federal HIPPA regulations
- E. How will students be assessed and evaluated in achieving the knowledge, competencies, and skills outlined in 3.D. above? Examples of assessment methods can be found at (<http://www.asu.edu/oue/assessment.html>).
1. Evaluation of knowledge, during practica, including session planning, session implementation, assessment, musical skills, and documentation.
 2. Exams on didactic material.
 3. Successful completion of internship.
 4. Music skills performance assessment measurements.
 5. Development of a music therapy assessment tool.
 6. Successful completion of a qualitative and a quantitative research study.
 7. Successful completion of the internship capstone project.
- F. Please provide the curricular structure for the proposed concentration.
- Additionally, please ensure that all **new** required course proposals have been submitted to the Provost's office through the ACRES online course proposal submission system for approval before this concentration is put on the University Graduate Council and CAPC agendas.

<u>Required Core Courses for the Degree</u>		<u>Credit Hours</u>
		12
<i>(Prefix & Number)</i>	<i>(New Course?) Yes or No?</i>	
MUE 581	yes	3
MUE 548	no	3
MUE 501	yes	3
MUE 589	yes	3
<u>Required Concentration Courses</u>		<u>Credit Hours</u>
		15
<i>(Prefix & Number)</i>	<i>(New Course?) Yes or No?</i>	
MUE 567	yes	2
MUE 569	yes	2
MUE 475	no	1
MUE 565	yes	3
MUE 536	yes	1
MUE 441	no	3
MUE 563	yes	3
<u>Elective Courses</u> – <i>(Prefix & Number)</i>		<u>Credit Hours</u>
<u>Culminating Experience</u> <i>(if applicable)</i>		<u>Credit Hours</u>
		4
MUE 584 (CLINICAL INTERNSHIP IN MUSIC THERAPY)		4
<u>Research / Dissertation</u>		<u>Credit Hours</u>
Total required credit hours		31

- G. Please **describe** the culminating experience(s) required for completion of the existing degree and major, and the proposed concentration (e.g., thesis, dissertation, comprehensive exams, capstone course(s), practicum, applied projects, etc.).

N/A (see below)

- H. Please **describe** any other requirements for completion of the existing degree and major, and the proposed concentration (e.g., internships, foreign language skills, etc.).

The capstone requirement for the Clinical Music Therapy Concentration is MUE 584, a full-time internship experience in a healthcare or educational facility. Internship placements can be in a facility with a Music Therapist-Board Certified that has been approved for internship placements through the American Music Therapy Association or can be a University-Affiliated Internship that is arranged for the particular student by the Music Therapy Area Coordinator and a Music Therapist-Board Certified in a community facility.

- I. **For interdisciplinary programs**, additional sample curricular structures must be included as appendix items to this proposal relating to students with various academic backgrounds who may pursue the proposed concentration, including expected mastery of core competencies (e.g., course work, skills, and/or knowledge).

N/A

4. Administration and Resources

- A. How will the proposed concentration be administered (including recommendations for admissions, student advisement, retention etc.)? Describe the administering body in detail, especially if the proposed concentration is part of a larger interdisciplinary agenda. How will the graduate support staff for this proposed concentration program be met?

The Clinical Music Therapy Concentration will be administered by the Music Therapy Area Coordinator, Professor Barbara J. Crowe, with the assistance of music therapy faculty, Associate Professor Robin Rio. These individuals administer the current BM (Music Therapy) and MM (Music Therapy) degree programs. Both of these individuals are Board-Certified Therapists and have each been with Arizona State University for over a decade. Advising for students will be with these individuals. Oversight for this and other graduate degrees rests with the School of Music Graduate Committee and the Associate Director for Academic Affairs.

Applicants must complete the Graduate College application form to apply to the program for admission. Admissions will be processed by School of Music Admissions Officer, who handles all undergraduate and graduate degree admissions for the School of Music. As in the case of other music therapy degrees, the Admissions Officer will forward applicant files to the Music Therapy Area Coordinator who will schedule an applicant interview and music skills test. The music therapy faculty notify the Admissions Officer in writing of the acceptance or rejection of the potential candidate; the Admissions Officer is in charge of processing the application with the Graduate College, as with other graduate School of Music degrees.

The support staff for this program is already in place in the School of Music. Currently, over 600 undergraduate and graduate applications are handled annually. The small addition to accommodate this new concentration would not create unnecessary burden.

- B. How many students will be admitted immediately following final approval of the concentration? What are enrollment projections for the next three years?

Four to six for the first semester with a total of 8-12 per year. Enrollment projections are for approximately 10 students per year.

- C. What are the resource implications for the proposed concentration, including any projected budget needs? For Doctoral students, how will the students be supported financially? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this concentration please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this concentration.

We currently have sufficient equipment, laboratory space, and library holdings to accomplish this degree. The program will require the assistance of at least one additional FA and one TA. These have been budgeted for by the Director of the School of Music.

D. Please list the primary faculty participants with regards to the proposed concentration.

Name	Title	Area(s) of Specialization as they relate to proposed concentration
Barbara Crowe	Professor and Coordinator, Music Therapy	Music Therapy
Robin Rio	Associate Professor	Music Therapy
Sally Niles	Faculty Associate	Music Therapy

5. Additional Material — Please attach any additional information that you feel relates to the proposed concentration.
(Please label accordingly, i.e., Appendix or Attachment A, B, etc.)

Approvals (if the proposal submission involves multiple units, please include letters of support from those units)

DEPARTMENT CHAIR (Please print or type)	Kimberly Marshall	_____	_____
SIGNATURE			DATE
DEAN (Please print or type)	Kwang-Wu Kim	_____	_____
SIGNATURE			DATE

The following section will be completed by the GC following the recommendations of faculty governance bodies.

UNIVERSITY VICE PROVOST AND DEAN OF THE GRADUATE COLLEGE	_____	_____
SIGNATURE		DATE

Please note: Proposals for new concentrations also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (Information item only), and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

Academic Unit Approval
Clinical Music Therapy Concentration under the Master of Music in Music Therapy

From: Chantel Powers [mailto:cpowers@asu.edu]
Sent: Wednesday, March 24, 2010 11:54 AM
To: curriculumplanning@asu.edu
Cc: Michael Kroelinger; Kwang-Wu Kim; Elizabeth King (HIDA)
Subject: Herberger Institute Curricula Actions

Executive Dean Kroelinger has asked that I submit the attached document, which have been reviewed and approved. The originals with signature will be sent to the Graduate College.

- 1) A proposal to add a concentration to the existing Master of Music in Music Therapy degree, along with supporting documentation.

Please let us know if you have any questions.

Chantel Powers, M.Ed.
Assistant to the Executive Dean

ASU Herberger Institute for Design and the Arts
Dixie Gammage Hall, Office 126
P: 480.727.8782 | F: 480.727.6529 | E: cpowers@asu.edu
PO BOX 872102, Tempe, AZ 85287-2102

Chantel Powers

Subject: FW: School of Music request

From: Richard Fabes [mailto:rfabes@asu.edu]
Sent: Wednesday, September 10, 2008 8:25 PM
To: Jeffrey Bush
Subject: Re: School of Music request

Jeffrey,

I have no reservations about this program and its impact on the School of Social and Family Dynamics.

Best of luck,

Richard Fabes, Director

----- Original Message -----

From: [Jeffrey Bush](#)
To: [Richard Fabes](#)
Sent: Wednesday, September 10, 2008 11:26 AM
Subject: School of Music request

Dear Prof. Fabes,

This is Jeff Bush, Associate Director of the School of Music. I'm hoping you can be of assistance to us in the initiation of a new/old program (see below) . . .

We are looking at instituting a new master's concentration in music therapy. Currently, we have a Master's in Music (Music Therapy) degree and an equivalency program for those students with a Bachelor's degree in a different area who wish to take classes to prepare for certification. Our new proposal is for a professional Master's in Music Therapy that would replace the current equivalency program.

The reason I am including the new School of Social and Family Dynamics is that our undergraduates take a single Sociology class (SOG 101); consequently, the impact to your area would be virtually non-existent. All classes in the new degree are the same as in the equivalency program – and all in music except for a single special education course: SPE 575. However, the university requires that we list several areas that we have consulted with: hence me dragging your school into this: there are very few areas that are impacted (and I have also asked both Psychology and Special Education).

If you would be willing to review these documents and provide any feedback (or even a tacit statement as to the impact), we would appreciate it.

Best wishes and sorry to be adding to your workload!

Sincerely,

Jeff B.

=====
Jeffrey E. Bush, Ph.D.
Associate Director, Academic Affairs
Herberger College School of Music
Arizona State University

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Chantel Powers

Subject: FW: School of Music request

From: Thomas.Keil@asu.edu [mailto:Thomas.Keil@asu.edu]
Sent: Tuesday, October 21, 2008 2:21 PM
To: Jeffrey Bush
Subject: Re: School of Music request

Yesd that means they have no problem with it. Tom

Thomas J. Keil

-----Original Message-----

From: Jeffrey Bush <Jeff.Bush@asu.edu>
To: Thomas.Keil@asu.edu
Sent: Tue, 21 Oct 2008 2:08 pm
Subject: RE: School of Music request

Does that mean there's no problem with it? (Frankly, there shouldn't be) I just have to know how to proceed.

Thanks,

Jeff

=====3D=====

Jeffrey E. Bush, Ph.D.
Associate Director, Academic Affairs
Herberger College School of Music
Arizona State University

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From: Thomas.Keil@asu.edu [mailto:Thomas.Keil@asu.edu]
Sent: Tuesday, October 21, 2008 1:48 PM
To: Jeffrey Bush
Subject: Re: School of Music request

I circulated it to my psychology faculty, as promised. I, however, got no responses.

Thomas J. Keil

-----Original Message-----

From: Jeffrey Bush <Jeff.Bush@asu.edu>
To: Thomas.Keil@asu.edu
Sent: Tue, 21 Oct 2008 1:07 pm
Subject: RE: School of Music request

Dear Dr. Keil,

Chantel Powers

Subject: FW: Music therapy professional master's

-----Original Message-----

From: Barbara Crowe [mailto:bcrowe@asu.edu]
Sent: Wednesday, October 01, 2008 9:47 AM
To: Jeffrey Bush
Subject: FW: Music therapy professional master's

OK she signs off

Barb

----- Forwarded Message

From: Sarup Mathur <SARUP.MATHUR@asu.edu>
Date: Wed, 1 Oct 2008 00:58:07 -0700
To: Barbara Crowe <bcrowe@asu.edu>
Conversation: Music therapy professional master's
Subject: RE: Music therapy professional master's

I sign off....

-----Original Message-----

From: Barbara Crowe [mailto:bcrowe@asu.edu]
Sent: Tuesday, September 30, 2008 3:51 PM
To: Sarup Mathur
Subject: Music therapy professional master's

Dear Dr. Mathur:

Dr. Jeff Bush contacted you about our proposal for a Professional master's degree in music therapy. You had questions about how many students might be taking Master's level special education classes. We have changed the requirements so that SPE 522 or any equivalent is not a requirement. Students will have an elective outside of music/music therapy but not just from special education. I imagine that at most 1-2 people might take some master's level course in special education a year.

I know Dr. Bush is needing your "sign off" on this proposal. If you feel alright with this, please let him know at Jeff.Bush@asu.edu

If you have other questions, please e-mail me or feel free to call at 965-7413.

Professor Barbara J. Crowe
Director of Music Therapy