AMERICAN MUSIC THERAPY ASSOCIATION
APPLICATION FOR APPROVAL OF NEW BACCALAUREATE
AND EQUIVALENCY PROGRAMS IN MUSIC THERAPY

Application Instructions:

1. Please refer to the AMTA Standards for Education and Clinical Training, Professional Competencies, Advanced Competencies, and Policies and Procedures for Academic Program Approval in preparing this application.

2. Application materials must be bound in a 3-ring binder. Use organizational tabs and/or dividers, as well as a table of contents, to clearly identify sections of the report according to this outline.

3. Submit five (5) hard copies, each in a 3-ring binder and one electronic version of application materials to Jane Creagan at the AMTA national office. If the academic institution is not located in the United States, a total of six (6) hard copies and one electronic version of the application materials must be submitted in English.

4. Include the application fee with the application materials.

Cover Sheet
Name and Address of School
Date Proposal Submitted
NASM Accreditation/Affirmation Status
Music Therapy Program Director- Name, E-mail address, and contact phone number
Academic Unit Director (i.e. Music Dept. Chair, Dean, Etc.)- Name and E-mail address
Title of Program(s) for which you are seeking approval (including equivalency)

I. Rationale

A. Provide the institution’s and the unit’s current mission statements and explain how the proposed music therapy program(s) will reflect and/or support these statements.

B. Discuss the need and demand for this program.

C. Describe how resources of the unit are particularly applicable to music therapy education. (See Appendix for examples of resources.)
II. Administration and Policy Formulation

A. Provide an organizational chart of the administrative unit housing the music therapy program and the administrators who will be responsible for it.

B. Briefly describe the process by which current and future decisions pertaining to the music therapy program will be made.

III. Degree Program

A. Degree Information

State degree title and the total credit hours required for the degree. If an equivalency program is being proposed, identify the minimum total credit hours required for the equivalency as well.

B. Curriculum

1) Curricular Structure – please submit a curricular table as submitted to NASM (III.A.2).

   * Note: In calculating the percentages for curricular structures, NASM and AMTA use a four-year degree program of 120 semester hours or 180 quarter hours as the basis for determining percentages of various components. For institutions with program requirements beyond 120 semester hours or 180 quarter hours, the combined percentage of components will exceed 100%. Those hours beyond 120 semester hours or 180 quarter hours may be allocated at the discretion of the academic institution.

2) Provide a sample outline of the semester-by-semester (or quarter-by-quarter) course plan for the typical undergraduate music therapy major. If you plan to offer an equivalency program, include a separate semester-by-semester course plan for equivalency students. Include the course title and number of credit hours granted for each course. See sample in Appendix.

3) Please specify distance information throughout this approval application under all of the applicable categories, including curriculum, course syllabi, admissions requirements, and clinical training. Refer to the "Guidelines for Distance Learning" in the Standards for Education and Clinical Training, Section 8 and the Guidelines for Distance Learning in the NASM Handbook.

4) Provide course names and course descriptions from the university catalog for all music therapy courses to be offered.
5) Include a syllabus for each music therapy course. If a course will be offered in more than one format (face-to-face, online, or hybrid), include a syllabus for each format. Syllabi should include the following components: description of course, course format (face-to-face, online, or hybrid), learning outcomes, AMTA Professional Competencies addressed in the course (number and core content area(s), sample calendar, proposed texts and other resources required, course assignments, grading/evaluation procedures, and other university-required policy statements.

IV. Competency-based programming, competency evaluation, and program evaluation

A. List the AMTA Professional Competencies and the corresponding course numbers that will address each. This should be presented in table or chart form, as in the following example:

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COURSE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Recognize standard works in the literature.</td>
<td>MUC 321-22-23</td>
</tr>
<tr>
<td>1.2 Identify the elemental, structural, and stylistic characteristics of music from various periods and cultures.</td>
<td>MUC 321-22-23</td>
</tr>
</tbody>
</table>

B. Briefly describe how student competence will be evaluated at various stages of the program, including prior to internship and prior to completion of the degree and/or equivalency requirements. Include examples of evaluation forms.

C. Briefly describe the competency-based system by which graduates, faculty, clinical training supervisors (both pre-internship and internship), and/or students may evaluate the program; include examples of evaluation forms. Briefly describe how the results of the evaluations (above) will be used as the basis for program development, quality assurance, and program change.

V. Admissions

A. Describe the process by which undergraduate students will be admitted to the music therapy program. If an equivalency program is offered, describe the process by which equivalency students are admitted.

B. Describe any remedial work required of, and support provided for, students who demonstrate academic or musical deficiencies upon admission.

VI. Retention

A. Describe the evaluative and advisement processes used as a basis for screening and/or determining retention.
B. Describe any work required of, and support provided for, students who demonstrate academic or musical deficiencies during the program.

C. Describe conditions under which students may be dismissed from the program.

VII. Clinical Training

A. Describe requirements for pre-internship clinical training, including the following:
   1. Total number of pre-internship hours built into the program
   2. Method of providing at least three (3) different client populations for pre-internship clinical training
   3. Typical number of pre-internship hours to be accrued for each clinical placement. List clinical activities included in the total number of pre-internship hours (refer to AMTA Standards for Education and Clinical Training 3.2.2 NOTE and 3.2.8.)
   4. Methods of evaluating AMTA Professional Competencies during pre-internship experiences and prior to the beginning of the internship.
   5. Sample(s) of forms used in developing the student’s individualized training plan.

B. Describe supervision of pre-internship clinical training experiences. Indicate how at least 40% of student-led sessions will be directly observed and supervised by an MT-BC.

C. Provide a list of sites to be used for pre-internship placements. Include the names and professional credential(s) and/or designation(s) of music therapists providing supervision at the site, whether they work at the site or supervise under the auspices of the university.

D. Describe the process for internship selection. (Will the university create university affiliated internships? Will the university use sites from the AMTA National Roster?)

E. Identify how many hours will be required for internship.

F. Describe the roles and responsibilities of the academic faculty, on-site supervisor and student at the initiation of the student’s internship placement and during the internship. Submit sample(s) of a written internship agreement to be made between the academic faculty, internship supervisor, and the student, which includes a description of the student’s level of performance at the initiation of the internship and the expected level of performance in demonstrating the required exit-level competencies at the conclusion of the internship.
G. Provide the following information for any sites to be used as university-affiliated internship placements:

1) Name and address of field agency
2) Client population(s) served
3) Number of clients, age range and average stay
4) Types of music therapy services provided
5) Number of music therapists on staff
6) Name(s) and professional music therapy credential(s) or designation(s) of internship supervisor(s)
7) Years of music therapy experience of internship supervisor
8) Number of interns trained per year at that site

VIII. Faculty
A. List the name of the program director. If this position is currently vacant, attach a copy of the job announcement.
B. Provide a curriculum vita for each faculty member who will teach a core music therapy course.
C. List and provide the following information for each faculty member who will teach a core music therapy course:
   1. Professional music therapy credential(s) and/or designation(s)
   2. Academic rank
   3. Full or part-time
   4. Course(s) to be taught
   5. Years of full-time music therapy clinical experience or their equal in part-time work
   6. Any practicum or internship supervision responsibilities
   7. If the faculty member does not have a graduate degree in music therapy, indicate whether that faculty member has a minimum of 12 semester hours or the equivalent of graduate credits in music therapy beyond the undergraduate degree or equivalency requirements.

IX. Student Services
Briefly describe job development and placement services available to music therapy students.
APPENDIX

Sample List of Resources

Library: electronic resources, books, journals
Space: classroom, office space, storage space, clinic space
Technology: staff, tools, support services, computers
Financial resources from the department or from the community
Music equipment, instruments, supplies
Faculty
Practice room
Clinic space, if applicable

Sample Course Plan

Bachelor of Music in Music Therapy

Minimum credits required: 129

Average: 16-17 credits/semester

<table>
<thead>
<tr>
<th>FALL Freshman</th>
<th>SPRING Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 Perf. Att.</td>
<td>00 Perf. Att.</td>
</tr>
<tr>
<td>001 Departmental Recital</td>
<td>001 Dept. Recital</td>
</tr>
<tr>
<td>101 Primary Instrument</td>
<td>102 Primary Instrument</td>
</tr>
<tr>
<td>100 Secondary Instrument</td>
<td>100 Secondary Instrument</td>
</tr>
<tr>
<td>205 Ensemble</td>
<td>205 Ensemble</td>
</tr>
<tr>
<td>112 Harmony 1</td>
<td>114 Harmony 2</td>
</tr>
<tr>
<td>113 Solfège/Eurhythmics 1</td>
<td>115 Solfège/Eurhythmics 2</td>
</tr>
<tr>
<td>Voice Class/Sing. Phon. 1</td>
<td>157 Vocal Tech for MT</td>
</tr>
<tr>
<td>*PSY 110</td>
<td>151 Intro to Mus Therapy</td>
</tr>
<tr>
<td>ENG 131</td>
<td>SOC 100</td>
</tr>
</tbody>
</table>

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