

Post-Baccalaureate Program for Music Therapy Equivalency

1. Statement of Purpose

The post-baccalaureate, non-degree program of study prepares the student for Music Therapy Board Certification and a career in the therapeutic practice of music in an effort to restore, maintain, or improve mental and/or physical health. Together with an appropriate undergraduate degree in music, it reflects the same goals, attributes, outcomes, and basic structure of the Bachelor of Music in Music Therapy degree. The curriculum includes a strong emphasis in psychology and the social sciences and multiple opportunities to become involved in the profession through observation and participation in clinical experiences. Music Therapy Board Certification requires that students must complete all academic courses, practicum courses, and the internship course (which is approximately six-months in length) with a grade of C or better, and pass the Music Therapy Board Certification Examination. A matriculation plan is available at <https://musi.franklin.uga.edu/sites/default/files/musicTherapyEquiv.pdf>.

2. Curricular Table

Program Title: **Post-Baccalaureate Requirements for Music Therapy Equivalency**

Number of Years to Complete the Program: **Approximately 2.5**

Name of Program Supervisor: **Dr. Ellyn Evans**

Major Area	Other Courses in Music	Electives	Total Number of Units
32 units	5 units	0 units	37 units
86%	14%	0%	100%

Major Area

<u>CBIO 2200-2200L or KINS 5620-5620L</u>	Anatomy and Physiology I or Adapted Physical Education	3 units
<u>EDUC(EPSY) 2130</u>	Exploring Learning and Teaching	3 units
<u>MUSI 5400</u>	Principles of Music Therapy	3 units
<u>MUSI 5410</u>	Psychology of Music	3 units
<u>MUSI 5420</u>	Influence of Music on Behavior	3 units
<u>MUSI 5430</u>	Music Therapy Assessment	2 units
<u>MUSI 5440</u>	Music Skills for Therapists	2 units
<u>MUSI 5450</u>	Music for Exceptional Children	3 units
<u>PSYC 3230</u>	Abnormal Psychology	3 units
<u>MUSI 2021</u>	Music Therapy Practicum I	1 unit
<u>MUSI 2022</u>	Music Therapy Practicum II	1 unit
<u>MUSI 3025</u>	Music Therapy Practicum III	1 unit
<u>MUSI 3026</u>	Music Therapy Practicum IV	1 unit
<u>MUSI 4020</u>	Music Therapy Practicum V	1 unit
<u>MUSI 4021</u>	Music Therapy Practicum VI	1 unit
<u>MUSI 4023</u>	Music Therapy Internship	1 unit

Total Major Area

32 units

Other Courses in Music

<u>MUSI 2540</u>	*Piano Class V	1 unit
<u>MUSI 3400</u>	*Guitar Techniques	1 unit
<u>MUSI 3401</u>	Guitar Skills for Therapists	1 unit
<u>MUSI 3442</u>	Percussion for Therapists	1 unit
<u>MUSI 2400</u>	*Voice Class	1 unit
	*If not met by previous coursework	
Total Other Courses in Music		5 units
<u>Total Number of Units</u>		37 units

3. *Assessment of Compliance with NASM Standards*

Coursework in this equivalency program, when combined with a professional degree in music (such as performance) is identical to that found in the Bachelor of Music in Music Therapy degree.

9. *Indicate the means for assuring that requisite student competencies and levels of achievement will be developed.*

Students in the Music Therapy Equivalency program complete all of the music therapy academic and practicum courses that students in the Bachelor of Music in Music Therapy undergraduate degree program complete. In other words, the requirements for the Music Therapy Equivalency program are the same as the Bachelor of Music in Music Therapy program.

10. *Identify each member of the current music faculty, full-time and part-time, concerned with the new program. If faculty have not been recruited, specify the number of new positions with qualifications and ranks for each.*

Drs. Ellyn Evans, John Roy Kennedy, and Ellen Ritchey, teach and supervise all of the courses included in the music therapy equivalency program at The University of Georgia.

11. *Describe the present and projected fiscal resources relevant to the new curriculum. For example, specify a budgetary commitment that states sources of revenue as well as expenditures for all aspects of the program, including personnel, financial aid for students, physical plant, library, and equipment.*

No new resources are needed for the budget, revenue, personnel, financial aid, physical plant, library, and equipment needs of the Music Therapy Equivalency program. The Music Therapy Equivalency students simply attend with other students that are enrolled in the Bachelors of Music in Music Therapy degree program.

12. *Describe available and/or projected facilities relevant to the new curriculum.*

The classroom facilities, clinical practicum availability and general music facilities available for the Music Therapy Equivalency students are the same facilities that are available for the Bachelor of Music in Music Therapy program.

13. Provide a description (or listing) of current and/or projected library holdings and learning resources (including electronic access) relevant to the new curriculum.

The Hugh Hodgson School of Music has an in-house music library and there is a general library and science library on campus. All of these libraries have the electronic search capabilities and access to the borrowing of documents throughout the University System of Georgia, which is adequate for the Bachelor of Music in Music Therapy program.

14. Submit a detailed rationale for the new curriculum including the following points:

a. Reasons for adding this program

The Music Therapy Equivalency program provides viable professional opportunities for students that have already earned a Bachelor's Degree in Music in other disciplines such as music performance, music education, music history, ethnomusicology, and Bachelors of Arts in Music degrees. In addition, the Music Therapy Equivalency program allows students to become eligible to complete an American Music Therapy Association or University Affiliated music therapy internship program, which then allows students to take the Board Certification Exam for Music Therapy (MT-BC). Upon the successful completion of the Board Certification Exam students receive the national credential Music Therapy Board Certified (MT-BC), which is the professional license with which one can apply for any music therapy jobs advertised in the United States. A Board Certified (MT-BC) music therapist may have employment opportunities with a wide range of populations including the following: prematurely born infants, children with developmental disabilities, adults with psychiatric illnesses, patients that have a variety of physical rehabilitation needs, and elderly clients that need social interaction with others and interventions that address quality of life issues.

b. Unique aspects of this program as distinguished from other degrees or options presently offered

The Music Therapy Equivalency allows students that have already earned a Bachelor's in Music in other disciplines such as performance, music education, music history, ethnomusicology, and music theatre to broaden their education and employment opportunities to include healthcare, special education, day care, and other venues, which are related to applying music therapy techniques in behavioral intervention, physical rehabilitation and quality of life issues for persons that have challenges in these areas. In addition, many credentialed music therapists are now working in private practices where they may have employment opportunities with a wide range of populations.

c. Number of students expected to be served

The Music Therapy Equivalency program at The University of Georgia may have as many as 3-6 students during any academic year.

d. Expectations for placement of graduates

The expectations for placement of the Music Therapy Equivalency students that complete the academic and clinical program on campus is the same as our expectations for the Bachelors of Music in Music Therapy students that complete the program. All of our students that successfully complete the academic and practicum program on campus have been successfully placed in music therapy internship programs around the country.