

TO: James Toole, Chair, Senate Executive Committee
FROM: Brett Wilkinson, Chair, Graduate Subcommittee
DATE: March 5, 2020
SUBJECT: Masters in Music Therapy Proposal

The Graduate Subcommittee supports the proposal from the School of Music for a Masters in Music Therapy. We find that the proposal requires no Senate review.

Approving

Terri Swim
Brett Wilkinson
Chao Chen
Hank Strevel
Shannon Johnson
Rachel Mitchell

Not Approving

Absent

David Cochran
Tanya Soule
Regina Gordon
Abe Schwab (ex officio)

**COVER PAGE FOR
GRADUATE DEGREE FULL PROGRAM
PROPOSAL**

INSTITUTION: Purdue University

CAMPUS: Fort Wayne

COLLEGE: College of Visual and Performing Arts

DEPARTMENT/SCHOOL: School of Music

DEGREE PROGRAM TITLE: Master of Music Therapy (MMT)

SUGGESTED CIP CODE: 51.2305

PROJECTED DATE OF IMPLEMENTATION: Fall, 2020

GRADUATE DEGREE FULL PROPOSAL SIGNATURE PAGE

Degree Title: Master of Music Therapy (MMT)

Name of academic unit offering the new degree: College of Visual and Performing Arts – School of Music

(Include signatures from all involved programs)

Gregory Jones, Director, School of Music

Date

John O’Connell, Dean, Visual & Performing Arts

Date

Director of Graduate Studies (for regional campuses)

Date

Approval Recommended by the Graduate Council

Date

Mark J. T. Smith (Dean of the Graduate School)

Date

Debasish (Deba) Dutta (Provost)

Date

PURDUE UNIVERSITY BOARD OF TRUSTEES
EXECUTIVE SUMMARY DEGREE PROPOSAL TEMPLATE

When this form is complete, please save with tables as separate attachment.

DATE:

TO: Board of Trustees

FROM: Terri Swim, Primary Contact, (260) 481-6442; swimt@pfw.edu

CC: Gregory Jones, Secondary Contact, (260) 481-6726; jonesg@pfw.edu

SUBJECT: Master of Music Therapy (MMT)

CAMPUS OFFERING DEGREE: Fort Wayne

ANTICIPATED START DATE: Fall, 2020

1. IS THE DEGREE RESIDENTIAL, HYBRID, OR ONLINE?

IF ONLINE, RATIONALE FOR GOING THROUGH SPECIFIC PURDUE CAMPUS—PWL, PFW, PNW, PG

This is a hybrid program with approximately 8 hours per course credit hour of face-to-face instruction in a retreat format, and the balance in online instruction.

2. BRIEF OVERVIEW OF DEGREE/WHY IS THE DEGREE NEEDED?

This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

3. BRIEF EVIDENCE OF FEDERAL, STATE, AND REGIONAL LABOR MARKET NEED

There is currently a wait-list for Medicaid waiver approved music therapy services in the state of Indiana due to a lack of approved providers. With the specialization track of Infants, Children and Adolescents, graduates of this program will be among the most qualified to take these types of open positions, as well as positions with service providers that require specialized training in child development. Information about the numbers of individuals approved for Medicaid waiver services is available in the Monthly Enrollment Reports, (<https://www.in.gov/fssa/ompp/4881.htm>).

With the expansion of medical services in northeast Indiana (e.g., the introduction of IU Health into the existing healthcare systems), it is reasonable to expect that competition between these systems will increase the need for highly qualified healthcare providers. Music therapists trained at the undergraduate level are not prepared to do the type of work that specialized medical services require; however, music therapists with advanced clinical skills developed at the graduate level will be properly trained and ready to provide services in highly skilled areas such as organ transplant units, cardiac care, oncology, and in hospice services. The specialization track of Integrative Medicine will provide this level of training.

While it does not provide projections for future need, the historical work force analysis published yearly by the American Music Therapy Association, Inc. (AMTA) demonstrates the growing demand for graduate-level training in music therapy. The following table shows the continued trend of increased graduate training and job availability:

Comparison of Work Force Analysis Data from the American Music Therapy Association, Inc.				
National		2017	2012	2007
Membership:	Non-degree (student)	3.5%	10%	29%
	Bachelor's	46.8%	47%	45%
	Master's	42.8%	36%	21%

MT Positions:	Newly created	98	66	49
	New private practice	5	13	13
	Eliminated	10	51	3

AMTA members with a bachelor's degree have held relatively stable over the years, but the number of those with graduate degrees has nearly doubled in the same time. Simultaneously, the growth of music therapy positions has steadily continued. Even in 2012 when the economy was recovering from the previous several years, and when the healthcare market was reacting to the Affordable Care Act, there were still more jobs created than lost. Considering that there are barely more than 10,000 music therapists worldwide, and approximately 5000 music therapists in the United States, these are significant increases in available music therapy positions.

4. COSTS

A. Tuition and Fees—In-state and out-of-state

	Tuition	Differential Credit Hour Fees
In-state:	\$352.98/credit hour	\$31.57
Out-of-state:	\$798.98/credit hour	
International:	\$830.55/credit hour	

B. Financial Projection Table Enrollment and Budget Tables spreadsheet (Tab 1)

Attached

C. Profit-Loss summary Enrollment and Budget Tables spreadsheet (Tab 2)

Attached

D. Enrollment Projection Enrollment and Budget Tables spreadsheet (Tab 3) Attached

5. LIST OF SIMILAR DEGREES IN THE PURDUE SYSTEM AND DISTINCTIVE ELEMENTS FOR THIS DEGREE

Currently, there are no programs in Indiana that offer an MMT degree, specifically, nor that have the specialized clinical tracks offered by this proposed program. Both programs listed here are AMTA approved programs, and both lead to eligibility to sit for the national board certification exam.

Indiana University – Purdue University Indianapolis offers a Master of Science in Music Therapy (MSMT) degree program, which focuses on music technology and research in music therapy. It includes only limited clinical training and does not offer an advanced clinical focus. The proposed program at Purdue Fort Wayne provides the only clinically-oriented advanced music therapy training available at a public institution in Indiana and will prepare students to work in healthcare settings with specialized focus in treatment for infants, children and adolescents, or in integrative medicine.

St. Mary-of-the-Woods College, Terre Haute, offers a Master of Arts Degree in Music Therapy (MAMT), which includes general music courses at the graduate level and courses in other related areas. The SMWC degree program includes some clinical training but does not offer specialized clinical tracks. While some counseling courses are offered, the degree is non-specific in nature. They offer the degree program in a hybrid format, allowing working students to pursue the degree. In contrast, the proposed program at Purdue Fort Wayne offers a heavy clinical focus in specialized areas, and with the MMT designation, allows up to 100% of course work to be in music therapy, as well as the hybrid format.

6. COMPETITIVE DEGREES – BRIEF SUMMARY

Similar Degree Programs at Universities Outside Indiana

University	Location	Degree Offered	Format	Specialized Tracks
University of Dayton	Dayton, OH	MMT	Hybrid	Yes
Augsburg University	Minneapolis, MN	MMT	Hybrid	Yes
Radford University	Radford, VA	MMT	Traditional	No
Temple University	Philadelphia, PA	MMT	Hybrid	No

Recommended Approval:

Approved:

Jay T. Akridge

 Date
 Provost and Executive Vice President for
 Academic Affairs and Diversity

Mitchell E. Daniels, Jr.

 Date
 President

Table 1
Program Financial Projection

Financial Office Table
Purdue FTW Campus
Master of Music Therapy Degree Program

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
I. ENROLLMENT					
1. Program Credit Hours Generated (FTE * 30 for BS & FTE * 24 for masters/graduate)					
a. Existing Courses	0	192	576	576	576
b. New Courses	192	128	0	0	0
Total	192	320	576	576	576
2. Full-Time Equivalent (FTE)					
a. Full-Time FTEs	6	12	18	18	18
b. Part-Time FTEs	2	4	6	8	9
Total Full/Part-Time FTE	8	16	24	26	27
c. On-Campus Transfer FTEs	0	0	0	0	0
d. New-to-Campus FTEs	8	8	8	8	10
Total On/New-to-Campus FTE	8	8	8	8	10
3. Program Majors - Headcount					
a. Full-Time Students	6	12	18	18	18
b. Part-Time Students	4	8	12	16	12
Total Full/Part-Time HC	10	20	30	34	30
c. In-State	6	12	17	20	20
d. Out-of-State	4	8	13	14	10
Total In/Out of State HC	10	20	30	34	30

Notes

For both undergraduate and graduate degree enrollment projections, please carefully consider competitive degree enrollments and how the Purdue program will be marketed in the calculation of enrollment and degree completion projections.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
II. INCREMENTAL REVENUE					
1. Projected # of New Students ⁽¹⁾	8	16	24	26	27
2. General Tuition & Fees ⁽²⁾⁽³⁾					
a. General Service	8,472	8,472	8,472	8,472	8,472
b. Technology Fee					
c. Repair & Rehabilitation Fee					
d. Student Fitness & Wellness Fee					
e. Student Activity Fee					
Total General Service T&F	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>
2. Additional Fees - if applicable ⁽⁴⁾					
a. Differential Fees	32	32	32	32	32
b. Course Fees					
c. Other Fees					
Total Additional Fees	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>
Total Incremental Revenue	<u><u>\$ 68,025</u></u>	<u><u>\$ 136,049</u></u>	<u><u>\$ 204,074</u></u>	<u><u>\$ 221,080</u></u>	<u><u>\$ 229,583</u></u>

Notes

(1) New Students represents the anticipated number of *new* students to campus; transfers or existing students are *not* to be included. The Total is set equal to the 'New-to-Campus FTEs' completed in the Enrollment section (I2d).

a. Capitalized Equipment	1,000	1,000	1,000	1,000	1,000
b. Repair & Replacement	250	250	250	250	250
Total Equipment	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250

Total Expenditures	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
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Projected Program Surplus/(Deficit)*	\$ (47,695)	\$ (2,922)	\$ 45,866	\$ 62,872	\$ 71,375
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* For the CHE proposal, only identify the nature of the support. It is not necessary to note dollars in the report; however, it should be stated that there is sufficient revenue to cover expenses. Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

FOOTNOTES

I. Enrollment Details

1. Program Credit Hours Generated	23	39	39	39	39
2. Full-Time Equivalents (FTE)	8	16	24	26	27
3. Program Majors - Headcount	10	20	30	34	36

II. Incremental Revenue Details

1. Projected # of New Students	8	16	24	26	27
2. General Tuition & Fees	\$ 8,472	\$ 8,472	\$ 8,472	\$ 8,472	\$ 8,472
3. Additional Fees - if applicable	32	32	32	32	32

III. Expenditure Details

1. Salary and Wages	<u>\$</u> 108,220	131471	150708	150708	150708
2. Fringes and Fee Remissions	0	0	0	0	0
3. Supplies and Expenses	6250	6250	6250	6250	6250
4. Capital	1250	1250	1250	1250	1250

Table 2
Program Revenue and Expenditure Summary

Board of Trustees Table
Purdue FTW Campus
Master of Music Therapy Degree Program

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
Total Incremental Revenue*	\$ 68,025	\$ 136,049	\$ 204,074	\$ 221,080	\$ 229,583
Total Expenditures	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
Projected Program Surplus/(Deficit)**	\$ (47,695)	\$ (2,922)	\$ 45,866	\$ 62,872	\$ 71,375

*Based on the anticipated number of *new* students to campus; transfers or existing students are not included. Projected incremental revenue is based on the current *full-time, resident* tuition and fees approved by the Bursar.

**Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

**Table 3
Projected Headcount and FTE Enrollment and Degrees Conferred (Questions #6)**

**Board of Trustees & ICHE Table
Purdue FTW Campus
Master of Music Therapy Degree Program**

	Year #1 FY 2021	Year # 2 FY 2022	Year # 3 FY 2023	Year # 4 FY 2024	Year # 5 FY 2025
Enrollment Projections (Headcount)	10	20	30	34	30
Enrollment Projections (FTE)	8	16	24	26	27
Degree Completions Projection	0	0	6	8	10

CHE Code: 12-XX
 Campus Code: XXXX
 County: XXXX
 Degree Level: XXX
 CIP Code: Federal - 51.2305; State - 000000

Library Resources – Questionnaire Master of Music Therapy Degree Proposal

Address the following issues regarding the impact of the new program on the library's budget and personnel. Please respond to each item below indicating the library sources and services required to support the proposed program.

- o Which databases/indexing sources will be used by the courses in this program?

Academic Search Premier; CINAHL Complete; Cochrane databases; DSM; Dissertations & Theses; ERIC; Google Scholar; Healthstar; IngentaConnect; Medline; PsychArticles; PsychINFO; PubMed

- o What are the journals that will be used by students completing library research in this program? Please list three to five titles. Is there an expectation that access to new journals will need to be purchased for students in this program?

Journal of Music Therapy; Music Therapy Perspectives; Nordic Journal of Music Therapy; Australian Journal of Music Therapy; Canadian Journal of Music Therapy; British Journal of Music Therapy; The Arts in Psychotherapy

At this time, these are the primary journals for the profession, along with several that are open access (e.g., Voices: A World Forum for Music Therapy)

- o Are there any specific reference sources (e.g. encyclopedias, handbooks, standards, etc.) required to support the new program?

None exists at this time.

- o Is there an expectation for additional books to be purchased? What about DVD or audio/visual materials? What is the estimated dollar amount needed yearly to support this program with new books and media materials?

There are new books published yearly that will need to be added to the library; however, since music therapy is still a very young profession, these will continue to be limited in number for the foreseeable future. A very liberal estimated cost of keeping book holdings up to date is around \$500. per year.

- o Will the new program use the Library's Document Delivery Services? Costs for this service come out of the Library's budget. What types of materials would the program be requesting through DDS?

o

Yes, it is likely that DDS will be used to gain access to articles that are not immediately available in full-text through one of the library's existing databases and books that are not in the on-campus holdings. It is also expected that dissertations and theses will be requested.

- o Who is the liaison librarian for this program? The liaison librarian provides support through involvement in Blackboard-supported classes, one-on-one research consultations, in-class

instructional sessions, and tailored course guides for research assignments. Which of these librarian services do you anticipate will be utilized in the new program?

Denise Buhr is the VPA library liaison. It is anticipated that Ms. Buhr may be requested to assist students in gaining access to more obscure articles and books for the completion of thesis research.

o Is there an accrediting body that will be overseeing this program? What are the statements of the accrediting body related to the library, e.g. holdings, personnel, services?

The program will be approved and overseen by the American Music Therapy Association. Its standards for Education and Training mention only “appropriate library resources” and do not stipulate anything regarding library personnel.

The National Association for Schools of Music accredits the department as a whole and found the library resources to be adequate during its review in fall of 2014. NASM largely defers to AMTA regarding specifics about music therapy degree programs.

Liaison Librarian Memo

Date: 2/14/19
 From: Denise Buhr
 To: Nancy Jackson
 Re: Master of Music Therapy degree proposal

Describe availability of library resources to support proposed new program:

The library currently subscribes to general, medical, and educational databases needed for this degree. These include Academic Search Premier, IngentaConnect, CINHAL, various Cochran databases, PubMed, psychology databases, ERIC, and access to dissertations. The library has access online to eight music therapy journals plus print copies of others. Document Delivery can provide any articles not immediately available. The book collection includes approximately 300 titles on the specific subject of music therapy. Related medical, therapy, psychology, or education topics are extensively covered and can be supplemented through interlibrary loan.

Comments:

American Music Therapy Association requires “appropriate library resources” to support a Master’s degree in Music Therapy. It is my opinion that the library well equipped to do so with the resources currently available. The library will continue to provide the databases listed above as they are core resources for other majors. The primary journals in Music Therapy are available through online sources and Document Delivery can fill any other article needs. The library’s print collection in Music Therapy was updated in 2014 and again more extensively in 2018. It is anticipated that 10-15 new volumes in the field would be published each year; library funding is more than adequate to keep the collection current. I believe the library is prepared to fully support a new Master’s degree in Music Therapy.

Denise Buhr

2/14/19

Liaison Librarian Signature

Date

Please email academic_program@ipfw.edu with questions about this form.
 Send signed original to Carol Sterberger, Kettler Hall, Room 174

Graduate Academic Program Memo

Date:

From:

To: Re:

Brief description of the program: This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

Brief rationale for program request: The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

CIP Code: 51.2305

Department Chair Signature

Date

School Dean Signature

Date



Director of Graduate Studies

Date



Vice Chancellor for Academic Affairs Signature

Date

Please email academic_programs@ipfw.edu with questions about this form.

Send signed original to Terri Swim, Kettler Hall, Room 174

Degree/Certificate/Major/Minor/Concentration Cover Sheet

Date: 4/16/2019

Institution: Purdue University

Campus: Fort Wayne

School or College: College of Visual and Performing Arts

Department: School of music

Location: Fort Wayne 50% or more online: Yes **No XX**

County: Allen

Type: Degree

Program name: Master of Music Therapy

Graduate/Undergraduate: Graduate

Degree Code: MMT

Brief Description: This proposed Master of Music Therapy (MMT) program academically and clinically prepares the student for board certification as a music therapist through the Certification Board for Music Therapists (CBMT) and entry into the healthcare field as a clinical music therapist with advanced level clinical skills. To this end, specific objectives for the program include: the development of a professional level of competency, as defined by the American Music Therapy Association, Inc., in the assessment, treatment and evaluation of infants, children, adolescents, and adults in music therapy within a healthcare context; the development of advanced level clinical skills in either 1) Music Therapy and Integrative Medicine, or 2) Music Therapy for Infants, Children, and Adolescents; and, the acquisition of knowledge of current research literature in music therapy and related fields and of skill in clinically-based research. In addition, the program will also serve professional music therapists prepared at the undergraduate level who wish to expand their clinical music therapy skills to an advanced level. For these students, the curriculum will be adjusted to reflect the skills and clinical experience that have already been demonstrated through the undergraduate degree and any subsequent professional clinical practice.

Rationale for new or terminated program: The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

CIP Code: 51.2305

Name of Person who Submitted Proposal: Nancy A. Jackson, Ph.D., MT-BC

Contact Information: jacksonn@pfw.edu; 260-481-6716

Program Description

Master of Music Therapy To Be Offered by the College of Visual and Performing Arts, School of Music, Purdue University Fort Wayne

1. Characteristics of the Program

- a. Campus(es) Offering Program:** Fort Wayne campus
- b. Scope of Delivery** (Specific Sites or Statewide): Fort Wayne campus
- c. Mode of Delivery** (Classroom, Blended, or Online): hybrid format, with both online and face-to-face components for most courses
- d. Other Delivery Aspects** (Co-ops, Internships, Clinicals, Practica, etc.): clinical practica and internships
- e. Academic Unit(s) Offering Program:** School of Music, College of Visual and Performing Arts

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

•Why is the institution proposing this program?

The primary rationale for instituting this degree program revolves around continued discussions about movement to entry-level into the profession at the master's degree level, and employers who are increasingly showing preference in hiring to those music therapists with a master's degree. A number are indicating in job postings that a master's is required. As master's level-preferred positions have increased, there has also been a great increase in prospective students calling to ask about a master's degree program at Purdue University Fort Wayne. Additionally, our own undergraduate music therapy graduates inquire regularly about our offering a Master of Music Therapy program. A number of these alumni have gone elsewhere to pursue graduate music therapy study since it is not currently available here. A master's program will also increase the number of international students who will potentially apply to Purdue University Fort Wayne since advanced education and training and board-certification in the U.S.A. is highly valued in many European and Asian countries.

On average, the music therapy program fields 6-8 inquiries per month about master's level training at PFW. These inquiries come in the form of phone calls, emails, and visits by prospective students. In December 2019 alone, two prospective students visited campus who would qualify for admission to and are interested in a graduate program in music therapy, and additional email and phone inquiries were received. In addition, one prospective master's student took a prerequisite undergraduate course that she lacked as she is awaiting the start of a master's program at PFW.

Estimate of Inquiries about Master's Level Training per Academic Year

Type of Inquiry	#
Email	48
Phone	36
Prospective visits	12
In-person inquiry at community events	15
<i>ESTIMATED TOTAL</i>	111

In recent years, there is an increasing number of PFW graduates who have completed or are completing their graduate studies in music therapy. They have all gone to other schools because there is no program available at PFW. Currently, 3 students are in graduate school in music therapy master's programs. Two of these students are attending a school in Minneapolis in which one of PFW's music therapy faculty

teaches. While we do not always hear from alumni when they decide to return to school for graduate studies, we are aware of eleven graduates in the past 10 years who have entered master's programs in music therapy. These alumni account for 36% of our graduates in the last ten years. The highest number of graduates chose to attend another Indiana institution which costs significantly more than PFW would cost.

Known PFW Graduates Entering Music Therapy Graduate Programs – Past Decade

University	#
St. Mary-of-the-Woods College	5
Augsburg University	3
Radford University	2
Colorado State University	1

The current number of MT-BCs in Indiana is estimated at 162. Of these, about 12% have a graduate degree, and this number includes those who are university faculty (where a master's degree is the minimum requirement). This percentage is significantly lower than the national average, which currently sits at approximately 44.3%. Given that a graduate degree in music therapy is continuing to be the preferred level of education, and given that the profession continues to consider the move to master's level entry into the profession based on an AMTA 5-yr Task Force on MLE report (see the Task Force report provided), it is likely that many of the bachelor's level music therapists in the state would take advantage of a local and affordable opportunity to further develop their knowledge and skills in a graduate music therapy program.

Of all the inquiries about a master of music therapy degree program that the PFW music therapy program receives, approximately 20 of those inquiries each year are from prospective international students. Most often, these prospective students are from South American and Asian countries, and almost all have completed music performance degrees in their own countries. Currently, Augsburg University has 2 international students, Temple University has 6, and Radford University has 2. These are just representative schools who were informally asked about international students in their programs. It would not be unreasonable to project that 1-2 international students might enter the program each academic year. The post-baccalaureate certificate in music performance is approved for PFW, the number might reasonably be more than this.

All in all, the projections presented in this proposal for a Master of Music Therapy degree program at PFW are both sound and reasonable. A just-published study in *Music Therapy Perspectives*, supports the claims of this proposal. This study showed that, based on figures from all music therapy degree granting institutions in the U.S. from 2000-2017, "...music therapy program enrollment and degree attainment at the undergraduate and graduate levels are growing at a faster pace than all other music majors combined – and at all 4-year degree granting post-secondary institutions. (Iwamasa, D., 2019, pg. 196.)"***

•How is it consistent with the mission of the institution?

The current mission of Purdue University Fort Wayne is to drive the intellectual, social, economic, and cultural advancement of students and the region, with a vision to offer respected signature programs, and to prepare graduates to improve the quality of life in the community. Purdue University Fort Wayne is one of two public institutions in Indiana that offers a music therapy undergraduate degree, and the only established undergraduate degree with a history of strong performance. This master's degree program will be the only clinically-focused graduate music therapy degree program offered at an Indiana institution. The proposed program will continue a strong standing record of developing highly competent music therapists who have made and are continuing to make an impact on the immediate community, as well as the larger region, through provision of high-quality therapeutic treatment services to individuals and groups of vulnerable people, and the development of new businesses that offer these services. It will develop clinicians who have advanced level skill and knowledge, and who are prepared to meet the medical and mental health needs—

***Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37(2), 196-204.

those requiring personnel with advanced-level training of the immediate community and the citizens of Indiana and beyond.

•How does this program fit into the institution’s strategic and/or academic plan?

In a summary report from the on-going strategic planning that is underway at Purdue Fort Wayne, the desire to create signature programs that distinguish the identity of the university was noted, and music therapy was specifically named as one of those potential programs (*See Appendix 1, Summary Report for Focus Groups, page 6*). This proposed degree will strengthen the existing music therapy program making music therapy education and training an area that distinguishes Purdue Fort Wayne from all similar institutions in the region.

This Master of Music Therapy program will continue the tradition of student success that has been a hallmark of the current undergraduate program in recent years. As an integral part of the education and training that it will provide, music therapy graduate students will potentially have opportunities to be actively engaged in collaborations with others within the university (e.g., students and faculty in Psychology, Sociology, and Human Services) and with community partners through clinical practica, internships, and research. These types of relationships and collaborations will provide evidence of the creation, integration, and application of knowledge, as well as increasing Purdue University Fort Wayne’s visibility as an intellectual and cultural hub for northeast Indiana. As graduates continue to expand the availability of therapy services for the immediate community, and to meet the demand for music therapy services in the region and across the country, they will provide evidence that the program prepares graduates to successfully compete in the healthcare market. The increased community engagement and interdisciplinary collaboration that this program will foster is directly in alignment with the direction of the new strategic plan that is being developed for Purdue University Fort Wayne for the coming years.

Finally, this degree program will offer two specialized tracks: Music Therapy and Integrative Medicine, and Music Therapy with Infants, Children, and Adolescents. The Integrative Medicine track will provide specialized education and training directly applicable to the provision of advanced music therapy services in a medical environment with a wholistic healthcare mindset. The Infants, Children, and Adolescents track will provide specialized education and training in the provision of advanced music therapy services for settings in which specific developmental, health, and education needs of children are addressed. Both of these specialization tracks will answer need in the immediate and regional area in conjunction with services already present or currently developing, such as Parkview Integrative Medicine, the Parkview Women and Children’s Hospital, the Lutheran Children’s Hospital, the Allen County Juvenile Justice system and Department of Child Services, and Medicaid waiver programs. In this way, graduates of the proposed program will be an asset to the businesses and services in the immediate community, reflecting Purdue University Fort Wayne as a metropolitan university.

•How does this program build upon the strengths of the institution?

This program will be a new level of excellence for music therapy at Purdue Fort Wayne. The undergraduate program is currently a strong and nationally recognized program with exceptional success rates, evidenced by student involvement in research and presentation at professional conferences, an unusually high level of first-time pass rate on the board certification exam for professional music therapy credentials, and an excellent record of placement in professional music therapy positions. This master’s degree program will utilize the existing structures of the undergraduate program to continue the same level of excellence, while adding an advanced level of clinical training and increased involvement in research by capitalizing on the clinical experience and expertise of existing and guest faculty and further development of community partnerships for provision of active clinical experiences.

See Appendix 1: Institutional Rationale, Detail

b. State Rationale

•How does this program address state priorities as reflected in *Reaching Higher, Achieving More?*

While *Reaching Higher, Achieving More* is largely focused on undergraduate education, this Master of Music Therapy program supports numerous objectives outlined in the report. The hybrid format of the curriculum and its delivery offers a ***clear and efficient pathway*** for completion. The hybrid format is an ***innovative model*** for graduate education which allows students to complete their graduate education in a timely manner while also allowing them to work full-time if they choose, to live outside the northeast Indiana region while they complete the program, and to do this while keeping costs affordable and ***decreasing the amount of debt*** that results from completing the degree.

The resources that currently exist for the undergraduate program will fulfill the resource needs for the master's program to a significant extent. Additionally, graduate students who are already credentialed music therapists can provide clinical training and oversight to undergraduate students. This meets the objective of increasing ***shared services***.

Finally, ***quality assessment*** is foundational to this master's degree program. Music therapy education is competency-based, and the extent to which a curriculum is meeting the competencies is continually assessed in two different ways. The American Music Therapy Association, Inc. reviews all curricula for approval/re-approval according to competency standards immediately after departmental review by the National Association of Schools of Music. Individual students' achievement of competency standards are assessed during practica, the 6-month clinical internship, and ultimately by the national certification exam administered by the Certification Board for Music Therapists.

c. Evidence of Labor Market Need

i. National, State, or Regional Need

•Is the program serving a national, state, or regional labor market need?

There is currently a wait-list for Medicaid waiver approved music therapy services in the state of Indiana due to a lack of approved providers. With the specialization track of Infants, Children and Adolescents, graduates of this program will be among the most qualified to take these types of open positions, as well as positions with service providers that require specialized training in child development. Information about the numbers of individuals approved for Medicaid waiver services is available in the Monthly Enrollment Reports, (<https://www.in.gov/fssa/ompp/4881.htm>).

With the expansion of medical services in northeast Indiana (e.g., the introduction of IU Health into the existing healthcare systems), it is reasonable to expect that competition between these systems will increase the need for highly qualified healthcare providers. Music therapists trained at the undergraduate level are not prepared to do the type of work that specialized medical services require; however, music therapists with advanced clinical skills developed at the graduate level will be properly trained and ready to provide services in highly skilled areas such as organ transplant units, cardiac care, oncology, and in hospice services. The specialization track of Integrative Medicine will provide this level of training.

While it does not provide projections for future need, the historical work force analysis published yearly by the American Music Therapy Association, Inc. (AMTA) demonstrates the growing demand for graduate-level training in music therapy. The following table shows the continued trend of increased graduate training and job availability:

Comparison of Work Force Analysis Data from the American Music Therapy Association, Inc.				
National		2017	2012	2007
Membership:	Non-degree (student)	3.5%	10%	29%
	Bachelor's	46.8%	47%	45%
	Master's	42.8%	36%	21%
MT Positions:	Newly created	98	66	49
	New private practice	5	13	13

Eliminated	10	51	3
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AMTA members with a bachelor's degree have held relatively stable over the years, but the number of those with graduate degrees has nearly doubled in the same time. Simultaneously, the growth of music therapy positions has steadily continued. Even in 2012 when the economy was recovering from the previous several years, and when the healthcare market was reacting to the Affordable Care Act, there were still more jobs created than lost. Considering that there are barely more than 10,000 music therapists worldwide, and approximately 5000 music therapists in the United States, these are significant increases in available music therapy positions.

[The table above is taken from the AMTA Member Survey and Workforce analysis Reports for 2017, 2012, and 2007, which are included in Appendix 2.](#)

ii. Preparation for Graduate Programs or Other Benefits

•Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

This program will provide graduates with an advanced degree that will make them more desirable to employers than credentialed music therapists with only an undergraduate level of training. A number of clinical settings are more appropriate for music therapists with advanced level training (e.g., oncology, hospice, addictions and eating disorder treatment, organ transplant units, Intensive Care, Neonatal Intensive Care, Cardiac Care), and some will not consider music therapists trained only at the undergraduate level. Graduates of this degree program will be prepared to fill employment positions that have these advanced level requirements as well as other entry-level positions. In addition, this program will prepare students for entry into terminal degree (Ph.D.) programs in music therapy and related fields through the development of advanced clinical skills and training in approaches appropriate to clinical, professional, and education and training research.

When MT-BCs enter a graduate program, they are usually working professionals. Their primary concern is not getting a job; the typical reason that music therapists return to school is to expand and further develop their knowledge and skills in order to be able to do more in the clinical setting in which they practice. Many times, this is related to getting access to types of clients in that setting that they cannot access because of the nature of undergraduate training and the need for advanced level clinical training. As a real-life example, a music therapist who had a music therapy clinical position at the Cleveland Clinic (who employs approximately 18 music therapists and currently has a job posting for another, with master's degree preferred) returned to school to complete a graduate degree in music therapy (MMT degree at Augsburg University) because she wanted to be able to work with ventilated patients on the organ transplant unit. The Cleveland Clinic, understanding the nature of an undergraduate education in music therapy which prepares students at a basic entry level, allowed her to begin working on the transplant unit only once she had completed a significant portion of her graduate level training. She now primarily works on the organ transplant unit which, is not a new job, but does meet her professional goals.

The cost of education is an important factor, and return for investment is of concern to student who invest in graduate education and training. The value of a PFW MMT degree, which will be the lowest cost graduate music therapy education option in the state, will both encourage enrollment and assist current MT-BCs in the state to provide better services to their clients and in the settings in which they work, as well as helping them to meet their professional goals.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

•Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

The data available from the Indiana DWD is not specific to music therapy or creative arts therapy, nor does it specifically apply to very closely related fields like child life specialists or licensed professional counselors. In the very broad category of “therapist”, however, the projected need between 2016 and 2026 ranges from approximately upper 900’s to around 2000 position openings (not including medical therapies that are not closely related). In other related areas, such as mental health, the range is between the upper 2000s to the mid-3000s for projected position openings. Data from the U.S. Department of Labor (which also does not provide music therapy or creative arts therapy specific statics) in its employment projections between 2016 and 2026 for the Healthcare and Social Assistance industry indicates that occupational areas under which music therapy might fall have a projected increase in need by a range of 8.9 – 28.2%.

See Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

iv. National, State, or Regional Studies

•Summarize any national, state, or regional studies that address the labor market need for the program.

As indicated above, the profession of music therapy is rather small, with just over 10,000 music therapists worldwide, and about 5000 of those in the United States. Because of this size, statistics on national, regional, and state labor market for music therapy have not been recorded. The need for master’s level music therapists must, therefore, be explicated from what data does exist.

The data above in the AMTA Workforce Analysis are not broken down by state; however, the number of professional music therapists in Indiana and their mean salary for each of these years shows a similar kind of increase, and this general trend can be seen in the states surrounding Indiana as well. Given that there is a significant increase in the number of music therapists who are educated at the master’s level over the past ten years and that there is consistent growth in numbers and salary in the state of Indiana, it is a fair assumption that some of the growth includes music therapists educated at the master’s level. [The table in Appendix 3 is taken from the AMTA Member Survey and Workforce analysis Reports for 2017, 2012, and 2007, links to which are also included in that Appendix.](#)

See Appendix 3: National, State, or Regional Studies, Detail

v. Surveys of Employers or Students and Analyses of Job Postings

•Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

Analyses of major sites for job postings for music therapy were conducted in 2018 and immediately prior to the submission of this proposal in 2019. Music therapy-specific sites included the American Music Therapy Association (AMTA) and the Association for Indiana Music Therapy (AIMT). Please note that job postings on these two sites are available only to paid members. General job search sites included Glassdoor.com, Monster.com, and Indeed.com. Indeed.com only allows a job search including a specified area, so national numbers are not included for that site. While doing the searches, duplicate postings within each site were excluded, but there are necessarily overlaps in posted jobs between all sites. The tables below show the findings of these two searches.

It became clear in these searches that employers are increasingly requiring the MT-BC professional credential and not specifying a particular level of education. The MT-BC credential stands for “music therapist-board certified,” indicating that an individual has a degree in music therapy from an approved music therapy program and has subsequently successfully passed a national board certification exam. It is likely that employers who list only the MT-BC credential as the requirement want to be assured that the applicant has an AMTA-approved degree, but do not want to be held to a specific degree level when considering their applicants to ensure that positions are filled. This appears to be especially true in the Indiana listings, for which the number of posted jobs specifying only MT-BC as the requirement are included

in the tables in Appendix 4. Still, in both the 2018 and the 2019 job analyses, Indiana has a number of positions listed and either requiring or preferring applicants with a graduate degree.

Current undergraduate students in the Purdue Fort Wayne music therapy program were surveyed regarding their interest in pursuing graduate degrees in music therapy. The response rate was 41%. Of the 22 respondents, 15 (68%) indicated that they were definitely considering graduate study in music therapy, 5 (23%) indicated that they might consider it, and only 2 (9%) indicated they are not interested in graduate study after completion of their undergraduate degree. Of those who said they definitely or maybe were considering graduate study, 85% indicated that it is important that they be able to continue to work while pursuing their graduate degree, and 90% indicated that it is important to them that their graduate program have a curriculum that focuses on advancing specialized, advanced clinical skills for advanced areas of practice. While this survey is of a small sample of students, it demonstrates that there is a desire for continued education in music therapy past the undergraduate degree, and that the format and focus of this proposed Master of Music Therapy degree is likely to be desirable to students seeking a graduate degree in music therapy in the future.

See Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail

vi. Letters of Support

•Summarize, by source, the letters received in support of the program.

Michael Mirro, MD, Senior VP Parkview Health System, Parkview Mirro Center for Research and Innovation, and Indiana University Board of Trustees

Fen-Lei Chang, M.D., Ph.D., Associate Dean and Director of the IU School of Medicine Fort Wayne

Hon. Charles F. Pratt, Justice of the Allen County Juvenile Court, Fort Wayne, IN

Angela Lasalle, M.D., Director of Integrative Medicine, Parkview Health System, Fort Wayne, IN

Bradley A. Tieszen, Vice President - Operations, Parkview Physicians Group-Integrative Medicine, Fort Wayne, IN

Denise Hughes, RN, Chief Program Officer, Turnstone Center for Adults & Children with Disabilities, Fort Wayne, IN

Lindsay Oldham Wright, MT-BC, Executive Director of Music Therapy, Opportunities for Positive Growth, Fishers, IN

Allison Thomas, MT-BC, Owner, Mainstay Music Therapy, Fort Wayne, IN

Emily Paar, MT-BC, Music Therapist, Visiting Nurse, Fort Wayne, IN

Cassandra Haines, MT-BC, Music Therapist, Peyton Manning Children's Hospital, Indianapolis, IN

Lee Grossman, CAE, Executive Director, American Music Therapy Association, Inc. Silver Spring, MD

See Appendix 5: Letters of Support, Detail

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff

•Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?

Two full-time faculty are on staff who are qualified to teach in a graduate-level music therapy program; however, they currently are responsible for teaching more than 50% of the undergraduate course work so their use as faculty for the graduate program would need to be balanced with an additional faculty person (or equivalent part-time instructors) to compensate for lost undergraduate faculty. In addition, funds will need to be made available in the program budget to accommodate Limited Term Lecturers (adjunct faculty) for special topics courses offered in the program, with a projected need of three Limited Term Lecturers for three 2-3 credit hour special topics courses per year. The faculty for special topics courses would need to meet AMTA requirements for graduate faculty as well as having the expertise in the special topics area. In most cases, this will require hiring professionals or music therapy educators from outside of the region.

See Appendix 6: Faculty and Staff, Detail

ii. Facilities

•Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.

Space is available in the current music therapy clinic in the Dolnick Learning Center, but renovations are needed to be made to make the space useable for both clinic and instruction. Poor air quality and inconsistent temperatures from the HVAC system in the building have led to repeated problems with damage to instruments (especially pianos) and furniture, growth of mold requiring professional remediation, unusable rooms due to excessive heat or cold, and so forth. The following issues must be addressed prior to housing the proposed program in this space:

- Correct the HVAC system to maintain a consistent temperature and improve air quality
- Ensure all water leakage issues are corrected to avoid further damage to instruments and furniture
- Repair peeling paint on walls, stained and broken ceiling tiles from water leaks
- Add additional storage in clinical spaces to properly maintain instrumentarium

See Appendix 7: Facilities, Detail

iii. Other Capital Costs (e.g. Equipment) *

•Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.

Clinical and learning spaces in Dolnick Learning Center will need to be updated with a smart TV and video/audio recording and playback capabilities. The instrumentarium and electronic resources will need updating to include expanded instruments, iPods and tablets for clinical use, and adaptive instruments. Computers for the office and student use with corresponding scanning, storage, and printing equipment will be required in the resource area.

See Appendix 8: Other Capital Costs, Detail

b. Support

i. Nature of Support (New, Existing, or Reallocated)

•Summarize what reallocation of resources has taken place to support this program.

While the majority of support for this program will be new, the qualified faculty from the undergraduate program will have teaching loads reallocated from the undergraduate program to the graduate program. This will necessitate the hiring of faculty to cover the undergraduate courses that the graduate faculty will no longer be covering.

•What programs, if any, have been eliminated or downsized in order to provide resources for this program?

No programs in the School of Music have been downsized or eliminated for the creation of this proposed program. This graduate degree program will be the first in the expansion of the previous Department of Music into the current School of Music.

ii. Special Fees above Baseline Tuition

•Summarize any special fees above baseline tuition that are needed to support this program.

There will be no differential fees that are needed above baseline tuition. On occasion, special topics elective courses that might be offered which could involve specialized professional training. In these cases, there may be fees associated with those professional courses offered by Limited Term Lecturers to cover the cost of the lecturer and/or materials for the course. This type of course typically involves training for special certification. Approval for the special fees will be sought prior to scheduling such a course on a case-by-case basis.

Table 1
Program Financial Projection

Financial Office Table
Purdue FTW Campus
Master of Music Therapy Degree Program

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
I. ENROLLMENT					
1. Program Credit Hours Generated (FTE * 30 for BS & FTE * 24 for masters/graduate)					
a. Existing Courses	0	192	576	576	576
b. New Courses	192	128	0	0	0
Total	192	320	576	576	576
2. Full-Time Equivalent (FTE)					
a. Full-Time FTEs	6	12	18	18	18
b. Part-Time FTEs	2	4	6	8	9
Total Full/Part-Time FTE	8	16	24	26	27
c. On-Campus Transfer FTEs	0	0	0	0	0
d. New-to-Campus FTEs	8	8	8	8	10
Total On/New-to-Campus FTE	8	8	8	8	10
3. Program Majors - Headcount					
a. Full-Time Students	6	12	18	18	18
b. Part-Time Students	4	8	12	16	12
Total Full/Part-Time HC	10	20	30	34	30
c. In-State	6	12	17	20	20
d. Out-of-State	4	8	13	14	10
Total In/Out of State HC	10	20	30	34	30

Notes

For both undergraduate and graduate degree enrollment projections, please carefully consider competitive degree enrollments and how the Purdue program will be marketed in the calculation of enrollment and degree completion projections.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
II. INCREMENTAL REVENUE					
1. Projected # of New Students ⁽¹⁾	8	16	24	26	27
2. General Tuition & Fees ⁽²⁾⁽³⁾					
a. General Service	8,472	8,472	8,472	8,472	8,472
b. Technology Fee					
c. Repair & Rehabilitation Fee					
d. Student Fitness & Wellness Fee					
e. Student Activity Fee					
Total General Service T&F	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>	<u>\$ 8,472</u>
2. Additional Fees - if applicable ⁽⁴⁾					
a. Differential Fees	32	32	32	32	32
b. Course Fees					
c. Other Fees					
Total Additional Fees	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>	<u>\$ 32</u>
Total Incremental Revenue	<u><u>\$ 68,025</u></u>	<u><u>\$ 136,049</u></u>	<u><u>\$ 204,074</u></u>	<u><u>\$ 221,080</u></u>	<u><u>\$ 229,583</u></u>

Notes

(1) New Students represents the anticipated number of *new* students to campus; transfers or existing students are *not* to be included. The Total is set equal to the 'New-to-Campus FTEs' completed in the Enrollment section (I2d).

a. Capitalized Equipment	1,000	1,000	1,000	1,000	1,000
b. Repair & Replacement	250	250	250	250	250
Total Equipment	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250	\$ 1,250
Total Expenditures	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
Projected Program Surplus/(Deficit)*	\$ (47,695)	\$ (2,922)	\$ 45,866	\$ 62,872	\$ 71,375

* For the CHE proposal, only identify the nature of the support. It is not necessary to note dollars in the report; however, it should be stated that there is sufficient revenue to cover expenses. Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

^ Enter footnotes in the last section of this table for to provide additional details (required for 'other' categories) and projection and/or calculation logic.

FOOTNOTES

I. Enrollment Details

1. Program Credit Hours Generated	23	39	39	39	39
2. Full-Time Equivalents (FTE)	8	16	24	26	27
3. Program Majors - Headcount	10	20	30	34	36

II. Incremental Revenue Details

1. Projected # of New Students	8	16	24	26	27
2. General Tuition & Fees	\$ 8,472	\$ 8,472	\$ 8,472	\$ 8,472	\$ 8,472
3. Additional Fees - if applicable	32	32	32	32	32

III. Expenditure Details

1. Salary and Wages	<u>\$</u> 108,220	131471	150708	150708	150708
2. Fringes and Fee Remissions	0	0	0	0	0
3. Supplies and Expenses	6250	6250	6250	6250	6250
4. Capital	1250	1250	1250	1250	1250

Table 2
Program Revenue and Expenditure Summary

Board of Trustees Table
Purdue FTW Campus
Master of Music Therapy Degree Program

	Year #1 FY 2021	Year #2 FY 2022	Year #3 FY 2023	Year #4 FY 2024	Year #5 FY 2025
Total Incremental Revenue*	\$ 68,025	\$ 136,049	\$ 204,074	\$ 221,080	\$ 229,583
Total Expenditures	\$ 115,720	\$ 138,971	\$ 158,208	\$ 158,208	\$ 158,208
Projected Program Surplus/(Deficit)**	\$ (47,695)	\$ (2,922)	\$ 45,866	\$ 62,872	\$ 71,375

*Based on the anticipated number of *new* students to campus; transfers or existing students are not included. Projected incremental revenue is based on the current *full-time, resident* tuition and fees approved by the Bursar.

**Projected surplus/deficit is an aid to identify potential new University revenue, anticipated program costs, and degree substantiality. This does not represent any type of funding request.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

Currently, there are no programs in Indiana that offer an MMT degree, specifically, nor that have the specialized clinical tracks offered by this proposed program. Both programs listed here are AMTA approved programs, and both lead to eligibility to sit for the national board certification exam.

Indiana University – Purdue University Indianapolis offers a Master of Science in Music Therapy (MSMT) degree program, which focuses on music technology and research in music therapy. It includes only limited clinical training and does not offer an advanced clinical focus. The proposed program at Purdue Fort Wayne provides the only clinically-oriented advanced music therapy training available at a public institution in Indiana and will prepare students to work in healthcare settings with specialized focus in treatment for infants, children and adolescents, or in integrative medicine.

St. Mary-of-the-Woods College, Terre Haute, offers a Master of Arts Degree in Music Therapy (MAMT), which includes general music courses at the graduate level and courses in other related areas. The SMWC degree program includes some clinical training but does not offer specialized clinical tracks. While some counseling courses are offered, the degree is non-specific in nature. They offer the degree program in a hybrid format, allowing working students to pursue the degree. In contrast, the proposed program at Purdue Fort Wayne offers a heavy clinical focus in specialized areas, and with the MMT designation, allows up to 100% of course work to be in music therapy, as well as the hybrid format.

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. List of Similar Programs Outside Indiana

Similar Degree Programs at Universities Outside Indiana

University	Location	Degree Offered	Format	Specialized Tracks
University of Dayton	Dayton, OH	MMT	Hybrid	Yes
Augsburg University	Minneapolis, MN	MMT	Hybrid	Yes
Radford University	Radford, VA	MMT	Traditional	No
Temple University	Philadelphia, PA	MMT	Hybrid	No

c. Articulation of Associate/Baccalaureate Program – Not relevant to this graduate degree proposal.

d. Collaboration with Similar or Related Programs on Other Campuses

- **Indicate any collaborative arrangements in place to support the program**

There are currently no collaborative arrangements in place with programs on any other campus.

A suggestion was made that a dual master's degree in music therapy and mental health counseling be considered as a part of this proposal since such a degree is offered at other institutions. To that end, a complete review of every graduate music therapy program in the U.S. identified 3 dual programs of this kind out of a total of 38 programs. These programs are in the states of TX, PA, and MA. (See *Appendix 11.*) Licensure requirements differ from state to state, unlike certification which is typically national. All three of these programs are in states that base prerequisites for eligibility for the licensing exam in counseling on curricular content, meaning that they outline the areas that need to be included in a curriculum that a potential candidate completes. In addition, two of these programs, those in PA and MA, are in direct relation to requirements in surrounding states where music therapists working in state- or federally-funded agencies and facilities must have the minimum of a master's degree, and must obtain licensure as a Licensed Creative Arts Therapist, or LCAT. These curricula combine a traditional music therapy masters with supplemental counseling coursework to satisfy the LCAT prerequisites. In the state of Indiana, licensure as a mental health counselor (LMHC), the only applicable license and the one related to the Counseling Education program at PFW, has as its prerequisite that a candidate has graduated from a Master of Counseling program accredited by the CACREP, and further stipulates that an accredited program must be of 60 credits in counseling. So, to compare degree programs that lead to licensure in different states is problematic unless one understands the differences in licensure requirements.

Other schools which had planned on instituting dual degrees were contacted and asked about their progress towards these programs. These included Augsburg University, Loyola University, and Montclair University. In all three cases, the program directors indicated that proposals had not been successful to date because aligning curricular and licensure requirements was too difficult and resulted in programs with too many credits.

At this time, it does not seem plausible that a dual degree program that meets IN state licensure requirements is plausible, given that an individual would basically need to complete 100 graduate credits – more than is required for most doctoral degrees. And finally, mental health is only one area of practice in music therapy, and mental health services in Indiana are not currently widely available nor are they a priority within the Indiana healthcare mindset in general. It is highly unlikely that music therapists will come to PFW to complete this type of dual degree in order to continue practicing as a music therapist.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time To Completion

- **Credit hours required for the program and how long a full-time student will need to complete the program**

There are two types of student who will potentially enter this program. The first is the student who has an undergraduate degree in music therapy. This student, in most cases, will already have the MT-BC credential and will have work experience as a professional music therapist. For students entering the MMT program with the MT-BC credential or a completed undergraduate degree in music therapy, 32 credit hours will be required for completion. These 32 credits, taken in full-time status, can be completed within two complete academic years, or five terms (fall, spring, summer, fall, spring).

The second type of student is one who does not have an undergraduate degree in music therapy and holds no designation as a professional music therapist. This type of student must complete coursework and clinical training to meet the AMTA Professional Competencies as well as the Advanced Competencies for the master's degree. This is referred to as a master's equivalency degree. For students entering under the equivalency option, 40 credits will be required for completion. At full-time status, these credits will require

seven terms (internship will necessarily account for two terms) and can be completed within three academic years.

See Appendix 10: Credit Hours Required/Time To Completion, Detail

c. Program Competencies or Learning Outcomes

• List the significant competencies or learning outcomes that students completing this program are expected to master.

The learning outcomes for the proposed MMT degree program come directly from the AMTA Advanced Competencies on which the master's curriculum is required to be based. Those that apply to this proposed degree are as follows:

I. PROFESSIONAL PRACTICE

A. Theory

- 1.1 Apply comprehensive, in-depth knowledge of the foundations and principles of music therapy practice.
- 1.2 Differentiate the theoretical or treatment orientations of current models of music therapy.
- 1.3 Synthesize comprehensive knowledge of current theories and deduce their implications for music therapy practice, supervision, education and/or research.
- 1.4 Identify theoretical constructs from music therapy and related fields that underlie various clinical practices and research approaches.
- 1.5 Use current theoretical, clinical and research literature from music therapy and related fields to identify emerging models and to predict/propose future models and trends for music therapy.
- 1.6 Articulate and defend a personal philosophy, approach and/or theory to music therapy.

B. Clinical Practice

4.0 Advanced Clinical Skills

- 4.1 Apply comprehensive knowledge of current methods of music therapy assessment, treatment, and evaluation.
- 4.2 Utilize comprehensive knowledge of human growth and development, musical development, diagnostic classifications, etiology, symptomology, and prognosis in formulating treatment plans.
- 4.3 Understand the contraindications of music therapy for client populations served.
- 4.4 Understand the dynamics and processes of therapy from a variety of theoretical perspectives.
- 4.5 Utilize the dynamics and processes of various theoretical models in individual, dyadic, family and group music therapy.
- 4.6 Design or adapt assessment and evaluation procedures for various client populations.
- 4.7 Utilize advanced music therapy methods within one or more theoretical frameworks to assess and evaluate clients' strengths, needs and progress.
- 4.8 Design treatment programs for emerging client populations.
- 4.9 Employ one or more models of music therapy requiring advanced training.
- 4.10 Utilize advanced verbal and nonverbal interpersonal skills within a music therapy context.
- 4.11 Assume the responsibilities of a primary therapist.
- 4.12 Relate clinical phenomena in music therapy to the broader treatment context.
- 4.13 Respond to the dynamics of musical and interpersonal relationships that emerge at different stages in the therapy process.
- 4.14 Fulfill the clinical roles and responsibilities of a music therapist within a total treatment milieu and in private practice.
- 4.15 Apply advanced skills in co-facilitating treatment with professionals from other disciplines.

4.16 Apply knowledge of social justice and disability studies in upholding the human rights of individuals served.

4.17 Understand the differential uses of the creative arts therapist and the roles of art, dance/movement, drama, psychodrama, and poetry therapy in relation to music therapy.

4.18 Recognize and apply comprehensive knowledge of contra-indications for music therapy interventions and seek consultation as indicated.

D. Research

6.1 Perform and evaluate the results of a comprehensive literature review to identify gaps in knowledge.

6.2 Translate theories, issues, and problems in clinical practice, supervision, administration, and higher education into meaningful research hypotheses or guiding questions.

6.3 Apply diverse research designs as appropriate to their intended uses.

6.4 Use various appropriate methods of data analysis.

6.5 Acknowledge one's biases and personal limitations related to research.

6.6 Identify funding sources and write grant proposals for funding research

6.7 Conduct research according to ethical principles for protection of human participants, including informed consent, assessment of risk and benefit, and participant selection.

6.8 Collect and analyze data using appropriate procedures to avoid or minimize potential confounding factors.

6.9 Collaborate with others, including non-music therapists, in conducting research.

6.10 Interpret and disseminate research results consistent with established standards of inquiry and reporting.

6.12 Evaluate research with regard to research questions and problems, methods, procedures, data collection, analysis, and conclusions.

II. PROFESSIONAL DEVELOPMENT

B. Personal Development and Professional Role

8.1 Utilize self-awareness and insight to deepen the client's process in music therapy.

8.2 Identify and address one's personal issues as may be relevant to the music therapy process.

8.3 Use personal reflection (e.g., journaling, artistic involvement, meditation, other spiritual pursuits).

8.4 Practice strategies for self-care.

8.5 Recognize limitations in competence and seek consultation.

8.6 Apply the principles of effective leadership.

8.7 Implement music therapy approaches based on knowledge of and sensitivity to the roles and meanings of musics in diverse cultures.

8.8 Work with culturally diverse populations, applying knowledge of how culture influences issues regarding identity formation, concepts of health and pathology, and understanding of the role of therapy.

8.9 Identify new applications of technology or develop new technologies for use in music therapy practice.

8.10 Stay apprised of current issues and trends in music therapy governance, ethics, scope of practice, certification and licensure.

d. Assessment

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**

Assessment of students' mastery of the degree content will occur at various stages and will include both internal and external sources of evaluation. First, each course is designed to assist students in meeting the Advanced Professional Competencies (AMTA) upon which the curriculum is based; so, at the level of

each course, there will be evaluation of the extent to which a student is mastering the related competencies. Second, in clinical training, evaluation of clinical knowledge and skill will be made by clinical supervisors in community-based healthcare settings. Again, these will be based on specific clinical competencies outlined in the Advanced Professional Competencies document, but because the supervision will be by community-based professionals, this will constitute an external evaluation of the students' mastery and will occur at several points throughout the degree program. Third, for those students without the MT-BC credential, acceptance into and successful completion of a national roster internship program will be another external verification of the students' mastery. This will occur approximately 2/3 of the way through the curriculum. Fourth, the committee for master's thesis/clinical project will consist of outside faculty and community members with expertise in the area of the student's research or project. These individuals, along with the music therapy faculty person chairing the committee, will provide rigorous oversight and both internal and external evaluations of each student's mastery and preparation. For those students completing graduate study after earning the MT-BC credential, the thesis/clinical project will serve as the culminating evaluation. Finally, for those students without the MT-BC credential, successful passing of the national board certification exam will provide a culminating evaluation that is external and completely objective.

e. Licensure and Certification

Graduates of this program will be prepared to earn the following:

•National Professional Certifications (including the bodies issuing the certification):

This program will lead to the professional credential of MT-BC, music-therapist board certified, for those who are entering under the equivalency option. The national exam is administered by the Certification Board for Music Therapists, Inc. (CBMT), an NCCA organization, located in Downingtown, PA. For those entering with the MT-BC credential, no further certifications will be acquired.

f. Placement of Graduates

•Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.

Graduates of this program will be prepared to take clinical music therapy positions requiring advanced level clinical skills in healthcare and educational settings. Examples of such positions include specialized hospital units such as cardiac care, NICU, PICU and ICU, organ transplant units, oncology, and hospice, and positions in education and child development agencies, such as the Department of Child Services and Child Protective Services. In addition, those following the infant, child, and adolescent specialization track will be qualified to become Medicaid waiver service providers and to work for childcare agencies that require specialized training in child health and welfare.

•If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.

While the intention of this degree program is not as a feeder to terminal degree programs, the graduates of this program will be solidly prepared to pursue Ph.D. studies in music therapy should they choose to do so because of the scholarly rigor of the curriculum, including the development of clinical research skills and in-depth knowledge and skill in a specialized area.

g. Accreditation

•Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.

Accreditation through the National Association of Schools of Music (NASM) and approval by the American Music Therapy Association, Inc. (AMTA) will be sought. These will be sought at the time that approval for the degree program is granted. It is expected that NASM accreditation will be applied for and provisionally received during the first academic year of the program, as will approval by AMTA. Provisional approval will require a review by these bodies at 5 years, at which time full accreditation and approval are expected. Review for continued accreditation and approval will then fall into the existing timeline for the current music therapy undergraduate degree program and all music degrees in the School of Music.

•Reason for seeking accreditation.

In order for graduates to qualify to sit for the national board certification exam, the degree program must be approved by AMTA. Further, AMTA approval is predicated on successful accreditation by NASM; therefore, it is essential that this proposed degree program seek accreditation and approval from these bodies. Accreditation and approval also demonstrate to the public that the degree programs have and maintain an acceptable level of quality.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

•Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System

•Round the FTE enrollments to the nearest whole number

A projected headcount and FTE enrollment chart are included below. This proposed degree program will be offered only on the Purdue Fort Wayne campus.

Table 3
Projected Headcount and FTE Enrollment and Degrees Conferred (Questions #6)

Board of Trustees & ICHE Table
Purdue FTW Campus
Master of Music Therapy Degree Program

	Year #1 FY 2021	Year # 2 FY 2022	Year # 3 FY 2023	Year # 4 FY 2024	Year # 5 FY 2025
Enrollment Projections (Headcount)	10	20	30	34	30
Enrollment Projections (FTE)	8	16	24	26	27
Degree Completions Projection	0	0	6	8	10

CHE Code: 12-XX

Campus Code: XXXX

County: XXXX

Degree Level: XXX

CIP Code: Federal - 51.2305; State - 000000

Appendix A

This appendix includes the following:

Curriculum and Requirements

- 1.1 Admission Requirements
- 1.2 Curriculum Requirements
- 1.3 Sample Curriculum
- 1.4 Courses to be added

1.1 Admission Requirements

After meeting general requirements for admission to the PFW Graduate School, applicants for this proposed program must meet the following requirements:

- Completion of an undergraduate degree in music, or a closely related field with a music minor of 18 credits or more
- Submission of an application essay to demonstrate written communication skills
- Successfully pass a functional music skills audition, including performance on a primary instrument or voice, and demonstration of functional guitar, keyboard, and vocal skills at professional entry-level competency as defined by AMTA
- Successfully complete an interview with music therapy graduate faculty to assess verbal communication skills, social interaction skills, and understanding of the program demands
- For applicants without an undergraduate degree in music therapy, a minimum of 15 credits of undergraduate course work in human and social sciences, including courses in elementary psychology, abnormal psychology, and human biology
- For applicants without an undergraduate degree in music therapy and with no undergraduate course work in music therapy, completion of the MUSC 50000 Intensive Introduction to Music Therapy course (MUSC 50000 credits will not apply to the MMT credit requirement)
- A minimum TOEFL score of 79 for international applicants

1.2 Curriculum Requirements

The Master of Music Therapy degree program, intended for those students who already have the professional MT-BC credential or who have completed an undergraduate degree in music therapy, will require 32 credits in the following categories, including 6 credits of advanced clinical training:

- 22 credits – Music Therapy Core
- 10 credits – Specialized Track approved courses

The Master of Music Therapy with Equivalency degree program, intended for those students who do not have an undergraduate degree in music therapy, will require 40 credits in the following categories, including 4 credits of standard clinical training and 6 credits of advanced clinical training:

- 30 credits – Music Therapy Core
- 10 credits – Specialized Track approved courses

In the equivalency option, students are required to complete a 1040-hour clinical internship which accounts for 2 credits of the standard clinical training, or 1 credit each for two terms. While completing this fulltime clinical experience, the student will not be enrolled in additional classes as per the requirements of AMTA.

The requirements for the specialized tracks of Music Therapy and Integrative Medicine, and Music Therapy for Infants, Children, and Adolescents, will be met through special topics courses, electives, and focused clinical training beyond the core degree courses. The specialized tracks are necessarily flexible to allow for personalization of curriculum to meet the professional goals of the student.

1.3 Sample Curriculum

Master of Music Therapy (MMT)

-option for students with a completed undergraduate degree in music therapy and/or the MT-BC credential

<u>Core MMT Curriculum</u> (22 cr.)	Total Credits
MUSC 51000 Music Therapy in Medicine and Healthcare, 2 cr.	2
MUSC 51500 Clinical Practice in Music Therapy, 2 cr. x 2 sem	4
MUSC 51800 Topics in Music Therapy Ethics, 2 cr.	2
MUSC 52000 Music Psychotherapy, 2 cr.	2
MUSC 52500 Theories & Approaches in Music Therapy, 3 cr.	3
MUSC 53000 Music Therapy Research Methods I, 3 cr.	3
MUSC 53500 Music Therapy Research Methods II, 3 cr.	3
MUSC 55000 Music Therapy Thesis or Advanced Clinical Project, 3 cr.	3
<u>Specialized curriculum in Music Therapy in Integrative Medicine</u> (10 cr.)	
MUSC 54300 Advanced Practice I: Integrative Medicine, 2 cr.	2
MUSC 54400 Special Topics in Music Medicine, 2 cr.	2
Electives in approved music therapy or cognate area courses	6
<u>OR</u>	
<u>Specialized Curriculum in Music Therapy for Infants & Children</u> (10 cr.)	
MUSC 54100 Music Therapy and Child Development, 2 cr.	2
MUSC 54300 Advanced Practice II: Infants, Children, & Adolescents, 2cr.	2
Electives in approved music therapy or cognate area courses	6
MMT degree credit total:	
	32

Master of Music Therapy with Equivalency (MMT/E)

-equivalency option for those students with no undergraduate music therapy degree or professional music therapy credential

<u>Core MMT Curriculum</u> (30 cr.)	Total Credits
MUSC 50500 Methods of Music Therapy I, 2 cr.	2
MUSC 50800 Methods of Music Therapy II, 2 cr.	2
MUSC 51000 Music Therapy in Medicine and Healthcare, 2 cr.	2
MUSC 51500 Clinical Practice in Music Therapy, 2 cr. x 2 sem	4
MUSC 51800 Topics in Music Therapy Ethics, 2 cr.	2
MUSC 52000 Music Psychotherapy, 2 cr.	2
MUSC 52500 Theories & Approaches in Music Therapy, 3 cr.	3
MUSC 53000 Music Therapy Research Methods I, 3 cr.	3
MUSC 53500 Music Therapy Research Methods II, 3 cr.	3
MUSC 54000 Intensive Music Therapy Practicum, 2 cr.	2
MUSC 54800 Clinical Internship, 2 cr.	2
MUSC 55000 Music Therapy Thesis or Advanced Clinical Project, 3 cr.	3

Specialized curriculum in Music Therapy in Integrative Medicine (10 cr.)

MUSC 54400	Special Topics in Music Medicine, 2 cr.	2
MUSC 54500	Advanced Practice II: Integrative Medicine, 2 cr.	2
	Electives in approved music therapy or cognate area courses	6

ORSpecialized Curriculum in Music Therapy for Infants, Children, & Adolescents (10 cr.)

MUSC 54100	Music Therapy and Child Development, 2 cr.	2
MUSC 54300	Advanced Practice I: Infants, Children, & Adolescents, 2 cr.	2
	Electives in approved music therapy or cognate area courses	6

MMT/E degree credit total: 40

1.4 Courses

All of the following courses have been fully approved through the Curriculog system.

MUSC 50500 Methods of Music Therapy I, 2 cr.

A comprehensive overview and in-depth exploration of receptive and re-creative music therapy methods. Application of receptive and re-creative methods from an integral thinking context will be examined in relation to clinical practice in various healthcare settings and with a variety of clientele. Research and professional literature on receptive and re-creative methods will be critiqued and will provide the basis for application into evidence-based clinical practice.

MUSC 50800 Methods of Music Therapy II, 2 cr.

A comprehensive overview and in-depth exploration of compositional and improvisational music therapy methods. Application of compositional and improvisational from an integral thinking context will be examined in relation to clinical practice in various healthcare settings and with a variety of clientele. Research and professional literature on receptive and re-creative methods will be critiqued and will provide the basis for application into evidence-based clinical practice.

MUSC 51000 Music Therapy in Medicine & Healthcare, 2 cr.

An advanced clinical practice course exploring applications of music therapy in medical and other healthcare settings. Current professional literature and research, along with clinical case studies, will be utilized for synthesis of evidence-based approaches into clinical applications that reflect best practice. Diagnostic information, assessment and evaluation approaches, and relevant medical terminology will be covered.

MUSC 51500 Clinical Practice in Music Therapy, 2 cr.

An applied practicum course in which students will develop and practice skill in music therapy assessment, implementation, and evaluation, under the supervision of a board-certified music therapist in a community-based medical or other healthcare setting. Includes a focus on developing reflexive practice and self-awareness in determining level of development in AMTA Professional and Advanced Clinical Competencies. May be repeated.

MUSC 51800 Topics in Music Therapy Ethics, 2 cr.

A varying topics course exploring various aspects of ethical music therapy thought and practice. The course will examine ethical decision-making focusing on topics such as clinical practice, multi- and cross-cultural issues, trauma-informed and responsive care, professional life, research and publication, business practice, and music therapy education, training, and supervision.

MUSC 52000 Music Psychotherapy, 2 cr.

Exploration of the four methods of music therapy within the context of music psychotherapy theory and practice. Special attention will be given to assessment, treatment, and evaluation of clinical responses to the psychotherapeutic needs of clients across the lifespan in medical and mental health settings. Includes an overview of professional and ethical issues related to music psychotherapy.

MUSC 52500 Theories & Approaches in Music Therapy, 3 cr.

Overview of philosophical and epistemological foundations of music therapy, and the related borrowed and indigenous approaches to clinical practice. Both traditional and emerging schools of thought will be explored through current professional literature with emphasis on integration into advanced clinical practice in a variety of clinical settings. Students will situate themselves within the spectrum of music therapy theoretical orientations.

MUSC 53000 Music Therapy Research I, 3 cr.

An in-depth overview of empirical, positivist research in music therapy, including epistemology, methodology, evaluation, and application. Current music therapy research literature design and methodology will be examined and critiqued, and statistical means of data analysis will be explored. Students will apply course content through the development of an empirical, positivist research proposal with related literature, based on their own clinical interests and experience, and contextualized in current music therapy literature.

MUSC 53500 Music Therapy Research II, 3 cr.

An in-depth overview of interpretivist and mixed methods research in music therapy, including epistemology, methodology, evaluation, and application. Current music therapy research literature design and methodology will be examined and critiqued, and researcher situatedness and bias will be explored. Students will apply course content through the development of an interpretivist or mixed methods research proposal with related literature, based on their own clinical interests and experience, and contextualized in current music therapy literature.

MUSC 54000 Intensive Music Therapy Practicum, 2 cr.

An applied clinical practice course focused on the development and advancement of skills in assessment, treatment implementation, evaluation, and termination in community-based healthcare settings under the direct supervision of a board-certified music therapist. Includes practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.

MUSC 54100 Music Therapy and Child Development, 2 cr.

Overview of child development through the lens of music, including developmental music benchmarks from psychological and educational orientations. Developmental models will be explored as the basis for various assessment procedures and treatment implementation strategies, and the impact of individual contexts, such as culture, trauma, and the family system will be highlighted.

MUSC 54300 Advanced Practice I: Infants, Children, & Adolescents. 2 cr.

An applied clinical practice course focused on the development of advanced clinical skills in assessment, treatment implementation, evaluation, and termination in settings serving infants, children and adolescents. Includes exploration of collaborative work with other child and family service professionals, practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.

MUSC 54400 Special Topics in Music Medicine, 2 cr.

A varying topics course exploring various aspects of music therapy practice in medical settings and healthcare. The course will explore advanced music therapy practice, focusing on topics such as chronic illnesses, pain management, NICU practice, ICU and CCU practice, neurology, and palliative and end of life care, in order to develop knowledge and skill in advanced practice settings and with clientele requiring specialized treatment.

MUSC 54500 Advanced Practice II: Integrative Medicine, 2 cr.

An applied clinical practice course focused on the development of advanced clinical skills in assessment, treatment implementation, evaluation, and termination in settings providing integrative medical treatment. Includes exploration of collaborative work with other medical professionals, practice in self-reflection and self-assessment of skill, and group supervision in seminar format. May be repeated.

MUSC 54800 Music Therapy Clinical Internship, 2 cr.

Completion of a National Roster Music Therapy Internship Program approved by the American Music Therapy Association (AMTA), or a university-based internship meeting the AMTA internship program requirements. Internship range from 900-1040 hours, based on completion of pre-internship practicum hours, to reach a total of 1200 clinical training hours. Must be completed prior to advanced practice clinical courses (MUSC 54300 and 54500).

MUSC 55000 Music Therapy Thesis or Advanced Clinical Project, 3 cr.

A culminating thesis or clinical project completed in independent study format with intensive faculty guidance. Includes learning contract, review of literature, research or clinical project development and implementation, and preparation of final report, with feedback and support given by faculty committee.

Appendix B

Faculty and Administrators

Administration

College of Visual and Performing Arts
John O'Connell, Dean

School of Music
Gregory R. Jones, D.M.A., Director

Faculty

Nancy A. Jackson, Ph.D., MT-BC
Associate Professor/Director of Music Therapy
Ph.D. in Music Therapy – Temple University, Philadelphia, PA – 2008
Master of Music Therapy – Temple University, Philadelphia, PA – 2004
Bachelor of Fine Arts in Music Therapy – University of Wisconsin-Milwaukee, Milwaukee WI – 1991
CBMT certificant #04183
Clinical experience – 30 years
Areas of expertise: mental health, medicine, chronic illness, aging
Specialized advanced training: BMGIM, MARI

Eileen Garwood, Ph.D., MT-BC
Clinical Instructor
Ph.D. in Music Therapy – Temple University, Philadelphia, PA – 2013
Master of Music Therapy – Temple University, Philadelphia, PA – 2002
Bachelor of Science in Music Therapy - Nazareth College, Rochester, NY - 1986
CBMT certificant #01332
Clinical experience – 30+ years
Areas of expertise: school settings; intellectual and developmental disabilities; pediatric end-of-life care
Specialized advanced training: BMGIM, DIR/Floortime

Appendix 1: Institutional Rationale, Detail

All documents related to the Purdue University Fort Wayne Strategic Plan process which is currently underway are available through the following link:

<https://www.pfw.edu/strategic-plan/index.html>

The specific focus group report cited in this proposal:

https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl_4brMZaOho_0gioJ-DVda?dl=0

The current draft of the newest strategic plan is included here:

Purdue University Fort Wayne—Strategic Plan

September 26, 2019

Who We Are We are Purdue University Fort Wayne, northeast Indiana’s comprehensive metropolitan public university.

Our Mission We educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment.

Our Core Values Students First
Excellence
Innovation
Diversity and Inclusion Engagement¹

Our Vision Empower every person, every day, to improve our world.

We are dedicated to improving the world. We start on our campus, with the obligation we have to each other to make Purdue University Fort Wayne the best it can be—as a place to learn, live, and work. Our commitment extends to the people and communities we serve. Through the transformational power of education, the pursuit of new knowledge, the mutual benefit of collaboration, and an abiding appreciation for culture in all its forms, we make a positive impact on the life of every person we reach, and empower everyone to improve our campus, our community, and our world.

Our Aspirations Champion Student Success

Enhance Quality of Place

Embrace Diversity, Equity, and Inclusion

Promote Community Engagement

Champion Student Success

We will prepare students for academic, personal, and professional success. Through an enriching and supportive environment, students will be exposed to new thoughts and ideas, promoting confidence and maximizing their potential.

Objective 1: Improve student learning.

Measure: Increase the number of faculty who have redesigned their courses using demonstrably effective teaching and learning strategies by 20 percent by 2023.

Strategic Activities

- 1.1. Increase the use of active learning strategies and [High-Impact Practices](#) in high-enrolling and gateway courses and in online and hybrid courses.

Objective 2: Increase student retention.

Measure 1: Increase retention, graduation, and course completion rates.

Strategic Activities

- 2.1. Revise our General Education program to create a more consistent and supportive experience for first-year students.

1. A list of expected behaviors to support our core values can be found on page 5.

- 2.2. Develop financial aid and assistance programs that make attending full-time a financially viable option, emphasize need, and support students at all stages of their academic careers.

Objective 3: Build and integrate more robust academic advising into students' educational experience.

Measure: Percentage of students who respond positively that advisors are utilizing best practices in supporting student academic success and career preparedness.

Strategic Activities

- 3.1. Develop a university advising model informed by the assessment of current advising practices, benchmarking of successful institutions, and advising best practices.
- 3.2. Invest in the technology necessary to support data-informed advising and interventions.

Objective 4: Increase students' engagement with university life and invest in their holistic development.

Measure: Increase in student engagement in campus life and utilization of campus support resources.

Strategic Activities

- 4.1. Expand resources and raise awareness of mental health and other health services on campus, including training faculty to be better equipped to identify and refer students to available resources.

Enhance Quality of Place

We will make Purdue University Fort Wayne an employer and university of choice—a place where all students, staff, and faculty feel valued and empowered. We will create pride in our campus, which will foster our growth and advance our reputation.

Objective 1: Attract and retain high-quality students, staff, and faculty.

Measure: Growth in student enrollment and employee satisfaction on national benchmarking surveys.

Strategic Activities

- 1.1. Strengthen our reputation for the quality of student experience and career preparedness, leading to growth in enrollment.
- 1.2. Increase support for academic freedom; faculty research, scholarship, and creative endeavor; and staff professional development to help all employees achieve their maximum potential.

Objective 2: Make our grounds and facilities inviting to the campus and surrounding communities.

Measure: Be named to a list of best campuses on a state or national college magazine or website.

Strategic Activities

- 2.1. Invest in the physical and technological infrastructure necessary to facilitate excellence in teaching and research, scholarship, and creative endeavor.

Objective 3: Offer programming that centers Purdue University Fort Wayne as a cultural destination for northeast Indiana.

Measure: Growth in programming and student, staff, faculty, alumni, and community participation in on-campus events.

Strategic Activities

- 3.1. Enhance the promotion of Purdue University Fort Wayne's arts, athletics, intellectual, cultural, and educational programming to attract diverse audiences and increase participation by students, staff, faculty, alumni, and the community.
- 3.2. Create opportunities for relationship and community building among students, staff, and faculty from across the university.

Embrace Diversity, Equity, and Inclusion

We will have an open and accepting university, one that welcomes all people, from anywhere in the world, regardless of where they are on life's path. We will create an atmosphere that values diversity of thought, experience, identity, and culture, thus building an educational environment that inspires fresh perspectives and global awareness, while also addressing barriers that provide equal access and opportunity to all.

Objective 1: Cultivate an affirming campus climate that embraces a culture of mutual understanding, equity, and respect.

Measure: Campus Climate Survey and Intercultural Development Inventory assessment.

Strategic Activities

- 1.1. Conduct a campus climate survey and use the results to drive activities that develop cultural competency and an appreciation for diversity in all its forms.
- 1.2. Create a support structure, including a leadership position, support staff, and requisite funding, to promote and advance diversity, equity, and inclusion (DEI) initiatives across campus and in each unit.
- 1.3. Develop and implement an institutional DEI plan and unit-level DEI plans initiated by units.

Objective 2: Pursue internationalization of the student educational experience.

Measure: Growth in number of courses with demonstrated international and DEI content.

Strategic Activities

- 2.1. Assess current curriculum to ensure diverse offerings with international content and focus and encourage teaching and programming that includes diversity, equity, and inclusion.

Objective 3: Develop university recruitment, retention, and graduation initiatives to improve diversity and inclusion on campus and reduce the achievement gap for diverse populations. Measure: Diversity of new student population, total student population, and graduating student population.

Strategic Activities

- 3.1. Develop recruitment, retention, and graduation initiatives designed to support underrepresented and diverse populations.

Promote Community Engagement

We will actively pursue community engagement through partnerships, structures, policies, and programs that support sharing and reciprocity with regional, state, national, and global constituents, and that emphasize the creation, integration, transfer, and application of knowledge for the benefit of everyone.

Objective 1: Establish an organizational structure that supports and encourages community engagement by students, staff, faculty, and alumni.

Measure: Number of students, staff, and faculty who participate in community-engagement activities; number of community-engagement projects.

Strategic Activities

- 1.1. Restructure and expand the Office of Engagement as an active, results-oriented unit that provides a broad spectrum of support functions to the university, including research and scholarship, administrative support, project funds, and assessment.

Objective 2: Partner with organizations and the public at-large to provide value in the following domains:

Economic Development: Positively impact communities in northeast Indiana and beyond in developing vibrant economies by supporting our regional business community, resulting in the creation and retention of high-skill and high-wage jobs. The university plays a key role in business retention, attraction, and expansion efforts through applied research, technology development, and other economic engagements.

Human Capital Development and Social Mobility: Develop the human capital within northeast Indiana and the state of Indiana through the delivery of relevant degree and nondegree educational programs to build skill sets in target groups and contribute to lifelong learning opportunities. Promote social mobility through the delivery of educational programs and experiences that benefit the populations of our region.

Social and Cultural Development: Positively impact the development of the communities in our region, supporting the goal of northeast Indiana becoming a place of choice to live for both current and prospective residents. The campus can provide a wide range of educational, cultural, and recreational programming, as well as international educational experiences for the community, allowing residents to appreciate social and cultural diversity in an interconnected world.

Health and Well-being: The campus makes significant contributions to the health and well-being of people in northeast Indiana and beyond through relevant applied research projects, educational programs, community service, and activities.

Environmental Sustainability: Positively impact the environment of the region, state, and beyond through responsible environmental stewardship, research, and educational programs. Measure: Annually increase the number of community partners, engagement projects, and campus events open to the public and the revenue generated by community-engagement projects.

Strategic Activities

- 2.1. Establish new community partnerships at each level of engagement:
 - Presence: Showing up and being seen.
 - Connections: Knowing people in the community and people in the community knowing us.
 - Activity/Project/Event: Working with community partners to carry out activities, projects, and events.
 - Relationships: The culmination of the previous levels; results in ongoing collaboration and mutual benefit.
- 2.2. Develop undergraduate and graduate programs that drive economic development and social mobility.
- 2.3. Increase community-campus collaborations, including hosting and operating more events open to the public.

Objective 3: Students, staff, and faculty engage with the community through curricular, cocurricular, and volunteer experiences designed to enrich the student experience and transform student learning.

Measure: Number of students engaged in volunteer; service-learning; and engaged, experiential learning experiences, and the impact of these activities on the student experience and student learning.

Strategic Activities

- 3.1. Make community engagement a distinguishing attribute of the Purdue University Fort Wayne student experience.

Expected Behaviors to Support Our Core Values

Core Values	Expected Behaviors
Students First	<ul style="list-style-type: none"> • Consider all strategic decisions from the perspective of student impact. • Support programs and teaching pedagogies that advance student learning and success. • Foster a campus environment dedicated to the growth and well-being of the whole person. • Recruit and retain highly qualified faculty and staff with a commitment to students.
Excellence	<ul style="list-style-type: none"> • Achieve the highest standards of performance and outcomes in teaching, learning, research, service, and engagement. • Empower faculty, staff, and students to embrace bold thinking to pursue excellence. • Accept accountability for advancing toward excellence. • Promote a culture of continuous improvement in all we do.

Innovation	<ul style="list-style-type: none"> • Advance research, scholarship, and creative endeavor. • Value and encourage the pursuit of new ideas, entrepreneurial thinking, and interdisciplinary collaboration. • Pioneer innovations in teaching and student support that increase access, learning, and success. • Create diverse cultural, educational, and enrichment programming.
Diversity and Inclusion	<ul style="list-style-type: none"> • Recognize the value of diverse perspectives and backgrounds. • Create an environment that is welcoming, respectful, and inclusive of all, both within and beyond the classroom. • Foster multicultural experiences and global engagement. • Provide equal opportunities and services to all.
Engagement	<ul style="list-style-type: none"> • Promote a culture of student, staff, and faculty participation in university activities, events, and decision-making. • Anticipate and address internal- and external-stakeholder needs. • Pursue collaborations that respond to current and emerging issues and opportunities • Establish mutually beneficial partnerships between campus and communities.

Learn More

You can find more information about our strategic planning process, including data collected, draft documents, and feedback reports, at pfw.edu/strategic-plan.

Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

Sites from which information regarding national and state labor statistics were procured are available at:

<http://www.bls.gov/oes/current/oes291129.htm>

Occupation		2016			2026				
Code	Title	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change	Employment change
29-1120	Therapists	546.1	2.7	75.5	685.0	2.8	78.1	25.4	138.8
29-1122	Occupational therapists	101.0	0.5	77.4	126.4	0.5	80.0	25.1	25.4
29-1123	Physical therapists	205.7	1.0	85.8	263.2	1.1	87.8	27.9	57.4
29-1124	Radiation therapists	17.4	0.1	91.2	19.5	0.1	91.6	12.3	2.1
29-1125	Recreational therapists	15.1	0.1	78.6	16.1	0.1	78.9	6.9	1.0
29-1126	Respiratory therapists	121.5	0.6	93.4	151.7	0.6	94.5	24.8	30.1
29-1127	Speech-language pathologists	70.0	0.3	48.2	89.7	0.4	52.6	28.2	19.7
29-1128	Exercise physiologists	5.9	0.0	38.7	6.7	0.0	39.2	14.3	0.8
29-1129	Therapists, all other	9.6	0.0	39.7	11.7	0.0	40.5	22.0	2.1

<http://www.hoosierdata.in.gov/FD/landing.aspx>

Statewide Occupation Projections (2016-2026)

Indiana's 2016 and projected 2026 employment, job openings, education, training, and wages.

Select Filters:

Search by Occupation Keyword (e.g. Engineer)
Contains "therapist"

Career Cluster
All

Indiana Education Value
All

Typical Training
All

INDemand Ranking
All

Avg. Annual Earnings
N/A to \$273,570
and Null values



Regional projections coming soon!

Check back Fall 2018 to view occupation projections by Indiana's Economic Growth Regions (EGRs) as displayed on the map.

Occupation	Indiana Education Value	Typical Training	INDemand Rating	Avg. Annual Wage	Growth Openings	Openings from Exits	Openings from Transfers	Total Openings
Marriage and Family Therapists	Bachelor's	Internship/residency	★★★	\$44,920	174	295	524	993
Massage Therapists	Certificate/Some college	None	★★★★	\$52,650	580	1,793	983	3,356
Occupational Therapists	Advanced	None	★★★★	\$79,490	646	607	815	2,068
Physical Therapist Aides	Associate's	On-the-job, Short	★★★	\$27,260	197	331	556	1,084
Physical Therapist Assistants	Associate's	None	★★★★	\$55,800	699	1,110	1,865	3,674
Physical Therapists	Advanced	None	★★★★★	\$82,190	1,208	997	1,077	3,282
Radiation Therapists	Bachelor's	None	★★★	\$80,830	53	115	97	265
Recreational Therapists	Bachelor's	None	★★★	\$40,100	45	125	114	284
Respiratory Therapists	Associate's	None	★★★★	\$54,130	979	1,043	1,006	3,028
Therapists, All Other	Bachelor's	None	★★★★	\$43,110	375	350	422	1,147

Note: Occupational openings may not sum to statewide total due to suppression of confidential numbers.
Powered by the Indiana Department of Workforce Development

The AMTA workforce analysis surveys from years 2007, 2012, and 2017 are in booklet form and not conducive to copying here. They are available in a shared Dropbox folder accessible through this link:

https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl_4brMZaOho_0gioJ-DVda?dl=0

Appendix 3: National, State, or Regional Studies, Detail

	2017	2012	2007
Indiana			
# of MTs	146	112	69
Average Salary	47,204.00	45,179.00	37,074.00
Ohio			
# of MTs	211	172	143
Average Salary	45,854.00	45,370.00	40,336.00
Illinois			
# of MTs	157	122	122
Average Salary	54,000.00	53,323.00	44,829.00
Michigan			
# of MTs	97	119	109
Average Salary	55,889.00	50,621.00	50,281.00
Kentucky			
# of MTs	52	30	22
Average Salary	56,286.00	49,167.00	41,33.00

The AMTA workforce analysis surveys from years 2007, 2012, and 2017 are available in a shared Dropbox folder accessible through this link:

https://www.dropbox.com/sh/kk5dly0qcvdmobd/AADl_4brMZaOho_0gioJ-DVda?dl=0

Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail

The analysis on available jobs was completed using the following websites. Please note that the information on these websites change on a daily basis.

www.glassdoor.com

www.monster.com

www.indeed.com

March, 2019							
Source	Total	Required	Preferred	IN Total	IN Required	IN Preferred	MT-BC
Music Therapy-specific Site Job Postings							
AMTA	127	13	22	24	3	7	9
AIMT	-	-	-	26	3	5	10
Music Therapist Postings in General Job Search Sites							
Glassdoor.com	100+	7	18	11	0	0	9
Monster.com	100+	6	13	5	2	1	2
Indeed.com	-	-	-	22	5	2	9
June, 2018							
Source	Total	Required	Preferred	IN Total	IN Required	IN Preferred	MT-BC
Music Therapy-specific Site Job Postings							
AMTA	136	15	26	27	5	7	11
AIMT	-	-	-	29	4	8	10
Music Therapist Postings in General Job Search Sites							
Glassdoor.com	100+	12	22	12	0	3	4
Monster.com	100+	8	12	6	1	1	1
Indeed.com	-	-	-	23	4	4	7

Note: “Required” refers to job postings in which the requirements identify the master’s degree level, and “Preferred” refers to those that states that the master’s degree level is preferred. “MT-BC” refers to those job postings that require the MT-BC credential in place of specifying an educational degree level. “100+” indicated that there were more than 100 music therapy job postings available on the site. In these cases, only the first 100 listed postings were included in this analysis.

The full statistics report from the current student survey is available in a shared Dropbox folder accessible through this link:

https://www.dropbox.com/sh/kk5dly0qcvdmbd/AADl_4brMZaOho_0gioJ-DVda?dl=0

Appendix 5: Letters of Support, Detail

Fort Wayne Area Education and Healthcare Support

Michael Mirro, MD, Senior VP Parkview Health System, Parkview Mirro Center for Research and Innovation, and Indiana University Board of Trustees

Fen-Lei Chang, M.D., Ph.D., Associate Dean and Director of the IU School of Medicine Fort Wayne

Hon. Charles F. Pratt, Justice of the Allen County Juvenile Court, Fort Wayne, IN

Angela Lasalle, M.D., Director of Integrative Medicine, Parkview Health System, Fort Wayne, IN

Bradley A. Tieszen, Vice President - Operations, Parkview Physicians Group-Integrative Medicine, Fort Wayne, IN

Denise Hughes, RN, Chief Program Officer, Turnstone Center for Adults & Children with Disabilities, Fort Wayne, IN

Local and State Music Therapy Support

Lindsay Oldham Wright, MT-BC, Executive Director of Music Therapy, Opportunities for Positive Growth, Fishers, IN

Allison Thomas, MT-BC, Owner, Mainstay Music Therapy, Fort Wayne, IN

Emily Paar, MT-BC, Music Therapist, Visiting Nurse, Fort Wayne, IN

Cassandra Haines, MT-BC, Music Therapist, Peyton Manning Children's Hospital, Indianapolis, IN

Profession Support

Lee Grossman, CAE, Executive Director, American Music Therapy Association, Inc. Silver Spring, MD



PARKVIEW MIRRO CENTER

FOR RESEARCH AND INNOVATION

March 6, 2019

Gregory Jones PhD
Director; Purdue FW School of Music

RE: Masters in Music Therapy

Dear Professor Jones,

The purpose of this letter is to indicate our enthusiastic support for the P-FW School of Music to offer a Master Degree in music therapy.

The need for music therapists has grown substantially in our region with the important clinical needs of our patients at Parkview and beyond. The significant impact that therapist have on our patients that result in enhanced clinical outcomes is clear. Beyond our system, music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Many healthcare settings (e.g. hospice and palliative care; oncology; NICU; mental health) require the knowledge and skills that only music therapists who have advanced level education and training can provide.

Regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy, something that was rare even 10 years ago.

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for more than 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. Music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.



PARKVIEW MIRRO CENTER

FOR RESEARCH AND INNOVATION

As the lead clinical research scientist in the region, our team at Parkview feels very strongly in moving forward with this program.

Please reach out if we can support at ICHE.

Sincerely,

Michael J Mirro MD, FACC, FHRS, FAHA
Senior VP Parkview Health System
Chief Academic – Research Officer
Phone: 260-266-7750
Email: Michael.Mirro@parkview.com



Chairman, Board of Trustees, Indiana University. 

MJM/bsm

CC: Ron Elsenbaumer, Chancellor
Mitch Daniels, President



INDIANA UNIVERSITY
SCHOOL OF MEDICINE-FORT WAYNE

January 28, 2019

Dr. Gregory Jones
Purdue University Fort Wayne School of Music
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

Dear Dr. Jones,

I am writing in support of establishing a Master of Music Therapy degree program at Purdue University Fort Wayne School of Music. This program would be an excellent addition to the School of Music and for the healthcare needs of northeast Indiana.

In northeast Indiana we continue to strive to meet the healthcare needs of the region through innovative treatments and technology. One of the therapies most sought after by healthcare facilities, service providers and caregivers is music therapy, as it has been shown to address emotional, cognitive and social needs of patients and improve health outcomes.

While the School of Music at Purdue University Fort Wayne has an excellent record of accomplishment with the Bachelor of Science in Music Therapy program, graduates have had to seek programs outside of our community to obtain the master's degree.

Regulatory changes in health care have led to the increasing need for a graduate degree to practice music therapy. According to the American Music Therapy Association, at least 25% of job announcements in the field of music therapy require that candidates have a master's degree in music therapy. This is likely to increase to be a requirement for future job postings in this field.



INDIANA UNIVERSITY
SCHOOL OF MEDICINE-FORT WAYNE

The establishment of the Master of Music Therapy degree program at Purdue University Fort Wayne School of Music will provide the advanced training needed for practice as well as elevate the significance of music therapy services in northeast Indiana.

As a practicing physician leader in our community, I have been involved in music therapy in elderly patients affected by Parkinson disease and various dementia. I am confident that the Master of Music Therapy degree program will enhance patient care/support and the wellbeing of our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Fen-Lei Chang, MD, PhD".

Fen-Lei Chang, MD, PhD
Professor of Neurology
Associate Dean and Director, IU School of Medicine-Fort Wayne
Chair, IU Fort Wayne Executive Committee
Medical Director, Parkview Neuroscience



ALLEN SUPERIOR COURT
FORT WAYNE, INDIANA

Judge
CHARLES F. PRATT

January 7, 2019

Dr. Gregory Jones, Director
School of Music
Purdue University Fort Wayne
2101 E. Coliseum Boulevard
Fort Wayne, IN 46805-1499

Dear Dr. Jones,

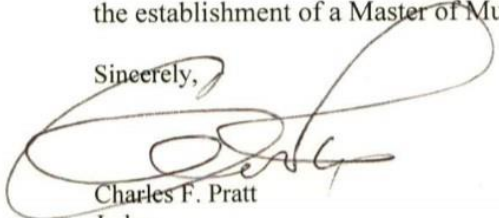
I am writing in support of establishing a Master of Music Therapy degree program in the Purdue Fort Wayne (PFW) School of Music. As the Northeast Indiana region continues to strive to meet the healthcare needs of its citizens (including those involved in the court system) using the best technology and most cutting edge treatment approaches available, music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Many of these healthcare settings (e.g. hospice and palliative care; oncology; NICU; mental health) require the knowledge and skills that only music therapists who have advanced level education and training can provide. A number of regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy, something that was rare even 10 years ago.

Allen Superior Court, Family Relations Division, as part of its Mental Health Specialty Track, routinely refers both parents and children to mental health care services in our community. Research suggests that significant positive outcomes could be achieved by providing music therapy services to those involved in CHINS (Children in Need of Services) cases. The court currently uses several existing mental health services providers. We would like to see those existing partners consider employing more music therapists, especially master's level therapists, and also create some new partnerships with other agencies retaining Masters level music therapists. The availability of this degree in Fort Wayne will encourage music therapists to remain in the community as they seek advanced training, as well as to elevate the quantity and quality of music therapy services that are available to the Northeastern Indiana community. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

PFW has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. These graduates have not only gone on to provide high quality clinical services for citizens in the Northeast Indiana area, but have established thriving music therapy businesses in the community, have been approved as Medicaid Waiver service providers throughout the state, have filled healthcare administrative and clinical positions throughout the state, and can be found working as supervisors and clinicians in a broad array of healthcare settings throughout the country. Unfortunately, IPFW graduates have had to go to schools outside of the region for the master of music therapy degree they needed in order to qualify for some of these positions.

Given its excellent track record of success and its many relationships with healthcare facilities and services in the Fort Wayne and surrounding areas, Purdue Fort Wayne is poised and ready to provide the region with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program.

Sincerely,



Charles F. Pratt
Judge

CC: Dr. Nancy Jackson



March 4, 2019

Dear Dr. Gregory Jones, Director, Purdue University Fort Wayne School of Music,

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

Music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community. Within Parkview Health System, we have many specialties that are in great need of the services of Music Therapists, especially those with advanced training. Currently we have both training opportunities and clinical need within Integrative Medicine, Neurology and could easily expand into Pain Management, Oncology, Physical Medicine and Rehabilitation and many other departments.

Dr. Fen Lei Chang, chairman of Neurology and myself, Medical Director of Integrative Medicine, are committed to building preceptorships and future research opportunities for the Music Therapy department. It is our desire to see Purdue Fort Wayne to expand into graduate studies so that we may have the assistance of graduate level music therapists to provide clinical services to our more complex patient populations. Discussions are already happening within our health system regarding Music Therapy and the roles that the graduate students could have within our care teams and we are excited about the possibilities.

The Purdue Fort Wayne program has a longstanding track record of excellence in the field of Music Therapy, and it would be appropriate and desired to expand this program to offer graduate training. The availability of this degree in Fort Wayne will encourage music therapists in the community to remain in the community and allow us, as clinicians, to provide a higher level of quality in our patient care.

I am asking your assistance in expediting the approval of this program. As an alumna of Purdue Fort Wayne (formerly IPFW), I have had the opportunity to interact with the Music Therapy students since 1983, and have known Dr. Nancy Jackson since 2005. I have complete confidence that Purdue Fort Wayne has both the reputation and resources to build an outstanding graduate program, and I am pleased to offer my assistance and support to this effort.

Sincerely,

Angela Dye LaSalle, MD, DABFM, ABoIM

Medical Director Parkview Physician's Group Integrative Medicine

2/15/19

Dr. Gregory Jones
Director
Purdue University Fort Wayne School of Music

Re: Purdue FW Master of Music Therapy Program

Dr. Jones,

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

In my current leadership role at Parkview Physician Group, I have experienced first-hand the positive impact & effect of music. For young people in the hospital, simply being there can be a frightening and terrifying experience, let alone fighting cancer or another serious illness. A one side-effect of being in the hospital is stress, which in itself can cause health problems. Some of the common symptoms of stress are: headaches, muscle tension or pain & fatigue. Stress can also effect the mood and result in anxiety, irritability & feeling overwhelmed.

One of the best remedies for stress is music. Music is often linked to moods and certain songs can make individuals feel a variety of emotions from happy, calm, energetic or relaxed. According to Psychology Today, "All forms of music may have therapeutic effects".

At Parkview Physicians Group, the establishment of a Master of Music Therapy degree program locally will enable and add research capability to our current wellness programs that are in existence throughout our various service lines, such as neurosciences, behavioral health & medical specialties.

Also, Northeast Indiana region continues to strive to meet the healthcare needs of its citizens using the best technology and most cutting edge treatment approaches available and music therapy is increasingly being sought out by healthcare facilities, service providers, and caregivers and family members in the community

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for more than 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists.

At Parkview Health, we believe in serving the community through Excellent Care, Every Person and Every Day. A Purdue FW Master of Music Therapy Program will certainly serve to the benefit of the community and provide for excellence in the health care setting for generations to come.

Respectfully,

Bradley A. Tieszen, MPA, CMPE
Vice President, Operations
Parkview Physicians Group-Integrative Medicine
260-373-7872
Bradley.Tieszen@parkview.com



March 19, 2019

Dr. Gregory Jones, Director,
Purdue University Fort Wayne School of Music:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

At Turnstone we have had the privilege of working with the faculty and students from the School of Music, specifically the Music Therapy program through Purdue FW. The clients in our Adult Day Service and our Memory Care Program look forward to the student sessions. The Turnstone staff has noticed a visible positive impact on the clients, following the music therapy sessions.

Northeast Indiana continues to strive to meet the healthcare needs of the community utilizing the best technology and cutting edge treatment approaches available. With a Master of Music Therapy degree program located at Purdue FW, Turnstone could continue to participate as an organization welcoming students with internships, programs for applied skill development and research. Music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

Turnstone appreciates the opportunity to lend our support to the Master of Music Therapy degree program.

Please do not hesitate to contact me if I can be of any further assistance,

Sincerely,

Denise R. Hughes
Chief Program Officer
260-483-2100, x 227
DeniseH@turnstone.org

Turnstone
33220 North Clinton St.
Fort Wayne, IN 46805



10080 East 121st Street
Suite 112
Fishers, IN 46037
317-813-1780
(Fax) 317-813-1788
www.opgrowth.com

February 15, 2019

Dr. Gregory Jones, Director
Purdue University Fort Wayne School of Music
2101 E. Coliseum Boulevard
Fort Wayne, IN 46805-1499

Dr. Gregory Jones:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music. I lead a department of occupational therapists, employment specialists, and twenty-three music therapists. As we look to diversify our funding, populations, and services, we hope to reach into new healthcare settings. Many of these settings would benefit from a masters-level music therapist due to the complexity of the work and we currently employ only four Master-level MT-BC's as well as two MT-BC's currently enrolled in distance graduate level programs.

Purdue FW (Formerly known as IPFW) has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. I finished my music therapy coursework at IPFW back in 2007 and have gone on to lead a large department serving around 700 Indiana residents on an ongoing basis. I have often considered pursuing a graduate degree, but would need to look elsewhere for the Master of Music Therapy degree as many of those in my IPFW cohort have done.

Given its excellent track record of success and its many relationships with healthcare facilities and services in the Fort Wayne and surrounding areas, Purdue FW is poised and ready to provide the state with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program. The availability of this degree in Fort Wayne will encourage music therapists working at Opportunities for Positive Growth to remain in our workforce as they seek advanced training, as well as to elevate the quantity and

Inspiring people in the pursuit of a rewarding life



10080 East 121st Street
Suite 112
Fishers, IN 46037
317-813-1780
(Fax) 317-813-1788
www.opgrowth.com

quality of music therapy services that are available through our company and to the community as a whole. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that Indiana residents are receiving the best cutting-edge, evidence-based healthcare services possible.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lindsey Wright", is written over a light blue rectangular background.

Lindsey Wright, MT-BC
Executive Director of Therapies and Advancement
Opportunities for Positive Growth, Inc.

Inspiring people in the pursuit of a rewarding life



Mainstay Music Therapy, Inc.
10812 Coldwater Rd, Ste. 400
Fort Wayne IN 46845

2/18/19

To whom it may concern:

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne School of Music. As both a graduate of Indiana-Purdue University Fort Wayne music therapy undergraduate program and as a local employer of music therapists, I have a unique viewpoint of the need for a more advanced degree program for music therapists in this area. My company's music therapy services are increasingly being sought out by healthcare settings (e.g. hospice and palliative care; NICU; mental health; geriatric; developmental health) in our community, and we do not currently have enough skilled therapists to cover these requests. Many of these settings require the knowledge and skills that only music therapists who have advanced level education and training can provide. A number of regulatory changes are taking place in health care, and these changes have a significant impact on music therapy practice, increasingly necessitating a master's degree requirement for professional practice. The American Music Therapy Association reports that at least 25% percent of the job announcements they receive are now requiring that candidates have a master's degree in music therapy.

Purdue Fort Wayne (formerly IPFW) has offered a Bachelor of Science in Music Therapy for the past 40 years. They have an excellent track record of successful completion of the degree program and subsequent first-time pass rate on the national board certification exam for music therapists. Many graduates, like myself, have gone on to establish thriving music therapy businesses, and others have filled music therapy positions in hospitals, hospice settings, nursing homes and forensic and mental health settings. It has been unfortunate for me to see colleagues who have contributed significantly to our community, leave this region to seek out the master of music therapy degree they needed in order to qualify for the positions which they desire.

Purdue FW is poised and ready to provide the region with highly qualified music therapists with advanced level training through the establishment of a Master of Music Therapy degree program. The availability of this degree in Fort Wayne will encourage music therapists in the community to remain here as they seek advanced training, as well as to elevate the quantity and quality of music therapy services that are available to the Northeastern Indiana community. In addition, music therapists trained at the master's level will be prepared to participate in and initiate the research needed to ensure that the citizens of Northeastern Indiana are receiving the best cutting-edge, evidence-based healthcare services possible.

Sincerely,

Allison Thomas, MT-BC

Allison Thomas, MT-BC

CEO/Music Therapist

260-409-8246

Allison@MainstayMusicTherapy.com

Mainstay Music Therapy, Inc.
www.mainstaymusictherapy.com
Allison@MainstayMusicTherapy.com



5910 Homestead Road • Fort Wayne, Indiana 46814
 Phone (260) 435-3222 • Fax (260) 435-3235
 www.vnfw.org • mail@vnfw.org

Visiting Nurse provides compassionate care to alleviate suffering
 and ensure quality of life for those affected by serious illness.



Dr. Gregory Jones, Director, Purdue University Fort Wayne School of Music

I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music. I am a graduate of IPFW, with a Bachelor of Science in Music Therapy. I began my career in music therapy at Visiting Nurse Hospice. After acclimating to a full-time music therapy position and entering into the professional world, it became apparent that there was so much more to know. I attended conferences and sought guidance from advanced music therapy practitioners. Ultimately, I decided that it was worthwhile to find a master's program, which would help to further prepare me for the intimate and quite complicated landscape of hospice care. I have been attending Augsburg University, in Minneapolis, MN, for over two years now. The depth and breadth of music therapy literature and research is constantly amazing me. Music therapy, especially in healthcare and counseling settings, requires advanced training, that a bachelor's degree can not possibly cover.

I believe in the Music Therapy program at PFW, and I think it is both timely and necessary that they create a Master of Music Therapy program. While the bachelor program provides a wonderful beginning entry point to music therapy work, a master's program would help to explore the deep impact and extensive possibilities of this work. Developing a master's program would help to support the many music therapists, in this region, who desire continuing education, but are unable to travel out of state to acquire it. The music therapy profession continues to grow and the acceptance, understanding and need for it continues to expand, especially in the healthcare setting. A PFW master's program would be highly sought after. As someone who may possibly be in a position, to hire additional music therapists one day, I would be much more interested in candidates who had furthered their education. This would tell me that they saw opportunity for growth and have a passion and understanding of the important skills necessary, to be a competent and highly educated music therapist.

Sincerely,

Emily Paar, MT-BC
 Music Therapist at Visiting Nurse

**Peyton Manning
Children's Hospital**



at  St. Vincent

Pediatrics
2001 W. 86th Street
Indianapolis, IN 46260
(317) 338-2052
Fax (317) 338-8883

Cassandra Haines, MT-BC
Healing Arts Department
Cassandra.haines@ascension.org



03/11/2019

Dr. Gregory Jones
Director
Purdue University Fort Wayne - School of Music
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805

To Whom This May Concern:

My name is Cassandra Haines and I am writing in support of establishing a Master of Music Therapy degree program in the Purdue University Fort Wayne (Purdue FW) School of Music.

I am a full-time music therapist currently working at Peyton Manning Children's Hospital, Women's Hospital, and St. Vincent Stress Center in Indiana. On an everyday basis, I am being consulted and given referrals for patients from pediatric physicians, oncology physicians, surgeons, nursing management, hospice and palliative care teams, social work, case management and many other professionals inside the hospital base. I am consulted for specific intents such as: facilitating heart-beat recordings for legacy and bereavement, songwriting/recording opportunities for self-exploration, beat recording/mixing for self-expression, and drum circles for group outreach and universality. All of these different areas are guided by specialized care that all require higher training and education outside of an undergraduate degree in music therapy. Inside each of these specific intents, is a high need for tools, techniques and processing skills facilitated by the music therapist to adequately serve their patients well. This level of training is typical of next level education, a master program in music therapy.

Each professional that consults and refers patients to me should be able to understand with confidence that the level of care that I provide meets their expectations and offers a different perspective and insight regarding their patient in a different way than they do. With my current department of likewise therapists in art and dance and movement therapies holding master's degrees, it is a high need to uphold the level of education and training for departmental sake and advocacy. It is times like the present where I am finding myself craving next level education in music therapy at a university that I know that I can trust. With all the cutting-edge advancements in different types of assessments, theoretical frameworks, counseling techniques, philosophies, and additional certifications in music therapy, the need and professional competition for a deeper level of understanding in music therapy grows stronger.

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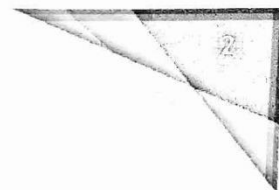
Peyton Manning
Children's Hospital



at  St. Vincent

Pediatrics
2001 W. 86th Street
Indianapolis, IN 46260
(317) 338-2052
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Cassandra Haines, MT-BC
Healing Arts Department
Cassandra.haines@ascension.org



I am confident that completing my Bachelor of Science degree in music therapy underneath the professors and instructors from PFW's music therapy department was the best start to success in my field. The longevity of the music therapy program at PFW (formerly IPFW) is also something of interest to my trust and consideration of this school.

My undergraduate degree has helped me find my way into professionally supervising students in music therapy, instructing introductory courses in music therapy, building, owning and organizing a professional clinic space, presenting at multiple professional conferences in music therapy, counseling psychology conferences, music teacher national associations, and specialty tutoring services in the Fort Wayne area. This education has also helped me to start work towards applying for Peyton Manning Children's Hospital to become a national roster-based site for music therapy. Becoming a director of a music therapy internship site also seems to spread urgency on an increased need for next level education to further help meet the needs of the new music therapy professionals that I will work with.

In the past, looking in to a trustworthy master's in music therapy program within the surrounding areas of Indiana has been difficult. Knowing that the opportunity of finding trustworthy, next level training towards a Master of Music Therapy program is ever present at PFW makes me revisit the thought of starting my Master of Music Therapy training and education.

I look forward to continuing watching the music therapy program at PFW grow into next level education and training. I know that this program's longevity of increased interest from prospective students will only continue to grow with an increase of opportunity and development- it has followed this record for over 40 years!

Please feel free to contact me with any needs.

Sincerely,


Cassandra Haines, MT-BC



AMERICAN
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ASSOCIATION®

March 22, 2019

Graduate Curriculum Committee
Purdue University
Fort Wayne, IN

Dear Sir/Madam:

AMTA is pleased to provide this letter to support a proposed master's level music therapy degree at Purdue University at Fort Wayne.

For over forty years, the Purdue bachelor's degree program in music therapy has a long and successful history of educating therapy students. That is an impressive achievement and I'm sure one in which the University takes great pride. Many graduates of the Purdue program have gone on to become leaders in the music therapy profession.

At this time the entry level requirements to practice in this profession are a bachelor's degree. However, music therapy research continues to expand in areas such as mental health and medicine, and this is having a significant impact on the practice of music therapy; requiring more depth and breadth of clinical skill which a master's degree is uniquely suited to provide.

The proposed Master of Music Therapy (MMT) curriculum at Purdue University-Fort Wayne, which has a focus on medicine, is well timed to meet the current research priorities of AMTA; to not only provide students with the knowledge and skills necessary to work in medical settings with patients recovering from complex conditions such as acquired brain injury and comorbidity, but also to contribute to the research base in this area to refine and improve music therapy services for the future.

Another reason for a master's degree is the increased demand for new degree programs. Music therapy is undergoing unprecedented growth throughout the United States and abroad, and continues to gain momentum as evidenced by media attention, presence on the World Wide Web, and attention from the alternative/complementary medicine community.

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PU-FW Letter
3/22/19

As a result, the demand for degree programs is increasing. This is consistent with the mission of the American Music Therapy Association, which is to support the growth and development of the profession to ensure that music therapy is available for every person who can benefit from it.

In the past couple of years, we have received many requests from colleges and universities across the country for information on the development of music therapy degree programs, so we know the interest is significant and continuing to increase. In order to direct a bachelor's program in music therapy, a master's degree is required, so it is also important to meet the growing demand for music therapists with master's degrees to direct new undergraduate music therapy degree programs.

Thanks to the many music therapy graduates who stayed in the state, music therapy is highly visible in Indiana, and well established as an allied health profession in this state. Purdue University-Fort Wayne is now well poised to add a master's degree program in music therapy, which will serve music therapists in the eastern part of the state as well as the border states Ohio and Michigan.

A master's program at Purdue University-Fort Wayne would be an important asset to the profession and the community.

We look forward to receiving a degree proposal in the near future. If we can be of any assistance, please contact us.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lee Grossman', with a long horizontal flourish extending to the right.

Lee Grossman, CAE
Executive Director

Appendix 6: Faculty and Staff, Detail

Current Faculty

Faculty Name	Degree	Certification	Rank	Current FTE	Projected FTE in MMT	Notes
Nancy Jackson	Ph.D.	MT-BC	Assoc. Professor	1.0	1.0	Will initially continue teaching in BSMT program
Eileen Garwood	Ph.D.	MT-BC,	Clinical Instructor	1.0	0.5	Will initially continue teaching in BSMT program

Anticipated Faculty Needed

Faculty Name	Minimum Degree	Certification	Rank	Undergrad FTE	MMT FTE	Notes
Limited-term Lecturer ¹	MMT, MAMT, or MSMT	MT-BC	Adjunct Lecturer	N/A	0.17	Individual guest lecturers for specific special topics courses
Continuing Lecturer ²	MMT, MAMT, or MSMT	MT-BC	Clinical Instructor	1.0	N/A	Cover teaching and clinical training in the BSMT program
Tenure Track ³	Ph.D.	MT-BC	Assistant Professor	1	N/A	Take over coordination of the BSMT program

¹ individual to be determined according to special topics course needs beginning in first summer term; up to two individuals will be needed per AY

² undergraduate-qualified faculty for BSMT program to replace loss of current FTE faculty; will be needed in first AY of MMT program

³ will be needed by fourth AY of the MMT program

Appendix 7: Facilities, Detail

Facilities Renovations and Needs**	
Renovation Need	Correction/Improvement
Fix or replace HVAC system	<ul style="list-style-type: none"> –ensure consistent temperature in building –decrease environmental damage to instruments –discourage growth of mold
Water leakage	<ul style="list-style-type: none"> –protect further damage to instruments and furniture –discourage growth of mold
Paint and ceiling tiles	<ul style="list-style-type: none"> –remove peeling paint and repaint surfaces –replace water-stained ceiling tiles
Additional storage	<ul style="list-style-type: none"> –proper maintenance of instrumentarium –add Wenger Orff garage and storage cabinet (<i>see Appendix 8 for cost</i>) –install wall-mounted shelving

**Scope, schedule, and budget for facilities renovation are being considered in conjunction with Purdue University Fort Wayne Facilities Management.

Appendix 8: Other Capital Costs, Detail

Initial Instrument and Learning Resource Needs				
Instrument	Source	Quantity	Unit Cost	Total Cost
Yamaha Clavinova CSP150	Sweetwater	1	\$ 4,000.00	\$ 4,000.00
Jolie hybrid harp and case	Musicmakers	1	\$ 5,500.00	\$ 5,500.00
Portable Somatron mat and case	Rehabmart	1	\$ 3,300.00	\$ 3,300.00
Reverie harp and case	Musicmakers	2	\$ 585.00	\$ 1,170.00
Yamaha FG800 guitar	Sweetwater	2	\$ 200.00	\$ 400.00
Remo tunable tubanos (14-12-10 set)	Sweetwater	1 set	\$ 750.00	\$ 750.00
Remo Apex djembe and stand	Sweetwater	2	\$ 275.00	\$ 550.00
Pearl 9 note Cmaj tongue drum	Sweetwater	1	\$ 249.00	\$ 249.00
Remo 22" ocean drum	Sweetwater	2	\$ 99.00	\$ 198.00
Remo bodhran and tipper	Sweetwater	1	\$ 212.00	\$ 212.00
Toca doumbek	Sweetwater	1	\$ 90.00	\$ 90.00
			Subtotal	\$ 16,419.00
Electronics/Resources	Source	Quantity	Unit Cost	Total Cost
iPad 32G	Apple	2	\$ 330.00	\$ 660.00
iPod Touch 128 G	Apple	2	\$ 300.00	\$ 600.00
Bose Soundlink portable speaker	Sweetwater	2	\$ 200.00	\$ 400.00
			Subtotal	\$ 1,660.00
			TOTAL	\$ 18,079.00

Other Initial Equipment Needs		
	Estimated Costs	Comments
Electronics		
laptop	\$1,200.00	faculty use; needs to be portable and have enough memory to store evaluations and other student and program materials

computers	\$2,000.00 (2 @ \$1000.00ea)	desktop; student use in resource room
scanner/printer	\$300.00	both student and faculty use; needs Bluetooth capability
external hard drive	\$300.00	high-capacity external hard drive for storage or scanned music and resource files for general access
Smart TV monitor	\$2,500.00	large screen smart Tv compatible with faculty laptop for wall mount in large group room for both clinical and learning applications
audio speakers	\$300.00	wall mounted sound system integrated with TV monitor and accessible from portable components (cell phone, iPad, iPod)
video recording	\$500.00	high quality video and sound recording equipment with stand and power accessories for both clinical and learning applications
Storage		
Wenger Orff Garage and storage cabinet	\$4,000.00	storage cabinets for fixed installation for proper storage and maintenance of instrumentarium
Estimated Total Cost	\$10,800.00	

Appendix 10: Credit Hours Required/Time To Completion, Detail

Course Rotation by Term (Full-time Grad Student, MT-BC)

YEAR	Fall	Spring	Summer
1	Methods of MT I - 2cr	Methods of MT II - 2cr	Theories and Approaches in Music Therapy - 3cr
	MT in Medicine and Healthcare - 2cr	Music Psychotherapy - 2cr	TOTAL SEMESTER CREDITS - 3
	MT Research Methods I - 3cr	MT Research Methods II - 3 cr	
	Topics in Music Therapy Ethics - 2 cr	Clinical Practice in MT - 2cr	
	TOTAL SEMESTER CREDITS - 9	TOTAL SEMESTER CREDITS - 9	
2	MT in Child & Adol. Development - 2 cr OR Special Topics in Integrative Medicine - 2cr	Adv. MT Pract. With Inf. Ch. & Adol. - 2cr OR Adv. MT Pract. in Integrative Med. - 2 cr	
	Clinical Practice in Music Therapy - 2cr	MT Thesis or Adv. Clinical Project - 3 cr	
	Approved Specialty Elective -2 cr Approved Specialty Elective – 2 cr.	TOTAL SEMESTER CREDITS - 5	
	TOTAL SEMESTER CREDITS - 8		

Course Rotation by Term (Full-time Grad Student, non-MT-BC)

YEAR	Fall	Spring	Summer
1	Methods of MT I - 2cr	Methods of MT II - 2cr	Theories and Approaches in Music Therapy - 3cr
	MT in Medicine and Healthcare - 2cr	Music Psychotherapy - 2cr	Intensive MT Practicum - 2 cr.
	MT Research Methods I - 3cr	MT Research Methods II - 3 cr	TOTAL SEMESTER CREDITS - 5 - cr.
	Topics in Music Therapy Ethics - 2 cr	Clinical Practice in MT - 2cr	
	TOTAL SEMESTER CREDITS - 9	TOTAL SEMESTER CREDITS - 9	
2	Internship - 1 cr. (off-campus)	Internship - 1 cr. (off-campus)	Approved Specialty Elective - 2 cr.
			TOTAL SEMESTER CREDITS - 2 cr.
3	MT in Child & Adol. Development - 2 cr OR Spec. Topics in Music Medicine - 2cr	Adv. MT Pract. With Inf. Ch. & Adol. - 2cr OR Adv. MT Pract. in Integrative Med. - 2 cr	
	Clinical Practice in MT - 2cr	MT Thesis or Adv. Clinical Project - 3 cr	
	Approved Specialty Elective -2 cr	TOTAL SEMESTER CREDITS - 5	
	Approved Specialty Elective -2 cr		
	TOTAL SEMESTER CREDITS - 8		

Appendix 11 - Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree

Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree

University	State	Dual Masters	Credit #	State Licensure Requirements
Appalachian State University	NC	No	-	-
Arizona State University	AR	No	-	-
Augsburg University	MN	No	-	-
Berklee College of Music	MA	No	-	-
Colorado State University	CO	No	-	-
Drexel University	PA	Yes	90	based on curriculum content
Florida State University	FL	No	-	-
Georgia College & State University	GA	No	-	-
Illinois State University	IL	No	-	-
Immaculata University	PA	No	-	-
IUPUI	IN	No	-	-
Lesley University	MA	Yes	60	based on curriculum content
Loyola University	LA	No	-	-
Maryville University	MO	No	-	-
Molloy College	NY	No	-	-
Montclair State University	NJ	No	-	-
Nazareth College	NY	No	-	-
NYU	NY	No	-	-
Ohio University	OH	No	-	-
Radford University	VA	No	-	-
Sam Houston State University	TX	No	-	-
Shenandoah University	VA	No	-	-
Slippery Rock University	PA	No	-	-
St. Mary-of-the-Woods College	IN	No	-	-
SYNU-Fredonia	NY	No	-	-
SUNY - New Paltz	NY	No	-	-
Temple University	PA	No	-	-
Texas Woman's University	TX	Yes	70	based on curriculum content
University of Dayton	OH	No	-	-
University of Iowa	IA	No	-	-
University of Kansas	KS	No	-	-
University of Kentucky	KY	No	-	-
University of Miami	FL	No	-	-
University of Minnesota	MN	No	-	-
University of Missouri - KC	MO	No	-	-
University of the Pacific	CA	No	-	-
Wartburg College	IA	No	-	-
Western Michigan University	MI	No	-	-

Purdue University Fort Wayne Graduate Subcommittee

Proposal Review: Masters in Music Therapy

The graduate subcommittee has completed its review of the Masters in Music Therapy (MMT) degree proposal. We want to inform you that the proposal has been denied by a unanimous vote. There are a number of concerns related to this proposal in its current form, each of which are outlined herein.

- There is a lack of substantive quantitative data to justify the enrollment projections provided in the proposal. While the lack of regional competitors and the internal survey of current student interest in such a program are duly noted, further data is needed to support current projections. This stands as particularly important in light of the relatively low number of music therapists nationally and internationally, as well as the relatively low projected 10-year growth numbers according to the Indiana DWD and U.S. Department of Labor (i.e.; 2016-2026, 2%).

The committee would therefore recommend that the music therapy program faculty gather and provide quantitative data to substantiate proposal claims regarding, but not limited to:

- *The number of prospective students who have contacted or otherwise shown interest in entering a MMT program at PFW;*
 - *The number of alumni who enroll in MMT programs at other universities due to the lack of an established program offering at PFW;*
 - *The number of current MT-BC practitioners in the region who might be interested in entering the MMT program and how that pool might be accessed;*
 - *The number of international students who might apply for the MMT program and how this pool might be accessed and sustained.*
- There is a lack of substantive quantitative data to support the contention that students who participate in the MMT program will find employment opportunities. The committee recognizes that labor market data specific to music therapists is lacking (i.e.; Indiana DWD, U.S. Department of Labor, AMTA Workforce Analysis by state) but would still prefer to see more detailed data to support contentions related to employability as set forth in the proposal.

Within the proposal, an analysis of major job postings indicates that employers identify the MT-BC credential as a sufficient requirement for employment. Committee searches (across public search domains) found the same. This signifies insufficient evidence that employers are actively seeking Masters-level music therapists at this time rather than bachelors-level music therapists. While the letters of support lend credence to employability claims made in the proposal, they are general and largely ideological in nature without quantitative support.

The committee would therefore recommend that the music therapy program faculty:

- *Provide proof of track-specific job opportunities for MMT graduates, including but not limited to agreements sought from, obtained and/or supported by major employers in the region;*
- *Provide quantitative evidence to support the contention that MMT graduates will gain more, specialized, or better paying job opportunities relative to MT-BC practitioners.*

- The committee identified numerous Masters-degree Programs nationwide that provide a dual degree option for a Masters in Counseling and a Masters in Music Therapy. PFW has a counselor education program with an established curriculum for a Master's degree in Clinical Mental Health Counseling and high employment rates following graduation. As such, interdepartmental collaborations in some form could increase employment opportunities for program graduates with a dual degree, enhance regional visibility of the MMT program, and reduce MMT program development and maintenance costs. However, the committee also realizes that the proposed MMT specializations and related curricula do not clearly overlap with the counselor education program curriculum.

The committee would therefore recommend that the music therapy program faculty:

- *Engage in a direct conversation with the counselor education program faculty regarding potential opportunities and limitations of collaborative efforts;*
- *Provide a substantive explanation in any future proposal regarding the outcome of this interdepartmental discussion;*
- *Articulate the benefits, in any future MMT proposal, of a self-sustaining Masters in Music Therapy degree relative to a dual Masters-degree in Mental Health Counseling and Music Therapy, including additional evidence to support those cited benefits.*

We appreciate the work that was put into this proposal. However, due to the lack of quantitative data to support claims regarding enrollment projections and employment opportunities, as well as the prospect that an interdepartmental endeavor might provide graduate students better job opportunities, increase the regional visibility of the MMT program, and reduce overall costs, the proposal in its current form has been denied by the Graduate Subcommittee. Any future proposal will need to address the concerns outlined herein by the committee in arriving at its final decision.

Proposal for a Master of Music Therapy (MMT) Degree Program

Responses to Graduate Subcommittee Recommendations

1. Lack of substantive quantitative data to justify the enrollment projections

“The committee would therefore recommend that the music therapy program faculty gather and provide quantitative data to substantiate proposal claims regarding, but not limited to:

- *The number of prospective students who have contacted or otherwise shown interest in entering a MMT program at PFW;*
- *The number of alumni who enroll in MMT programs at other universities due to the lack of an established program offering at PFW;*
- *The number of current MT-BC practitioners in the region who might be interested in entering the MMT program and how that pool might be accessed;*
- *The number of international students who might apply for the MMT program and how this pool might be accessed and sustained.”*

(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)

On average, the music therapy program fields 6-8 inquiries per month about master’s level training at PFW. These inquiries come in the form of phone calls, emails, and visits by prospective students. In December 2019 alone, two prospective students visited campus who would qualify for admission to and are interested in a graduate program in music therapy, and additional email and phone inquiries were received. In addition, one prospective master’s student took a prerequisite undergraduate course that she lacked as she is awaiting the start of a master’s program at PFW.

Estimate of Inquiries about Master’s Level Training per Academic Year

Type of Inquiry	#
Email	48
Phone	36
Prospective visits	12
In-person inquiry at community events	15
<i>ESTIMATED TOTAL</i>	111

In recent years, there is an increasing number of PFW graduates who have completed or are completing their graduate studies in music therapy. They have all gone to other schools because there is no program available at PFW. Currently, 3 students are in graduate school in music therapy master’s programs. Two of these students are attending a school in Minneapolis in which one of PFW’s music therapy faculty teaches. While we do not always hear from alumni when they decide to return to school for graduate studies, we are aware of eleven graduates in the past 10 years who have entered master’s programs in music therapy. These alumni account for 36% of our graduates in the last ten years. The highest number of graduates chose to attend another Indiana institution which costs significantly more than PFW would cost.

Known PFW Graduates Entering Music Therapy Graduate Programs – Past Decade

University	#
St. Mary-of-the-Woods College	5
Augsburg University	3
Radford University	2
Colorado State University	1

The current number of MT-BCs in Indiana is estimated at 162. Of these, about 12% have a graduate degree, and this number includes those who are university faculty (where a master's degree is the minimum requirement). This percentage is significantly lower than the national average, which currently sits at approximately 44.3%. Given that a graduate degree in music therapy is continuing to be the preferred level of education, and given that the profession continues to consider the move to master's level entry into the profession based on an AMTA 5-yr Task Force on MLE report (see the Task Force report provided), it is likely that many of the bachelor's level music therapists in the state would take advantage of a local and affordable opportunity to further develop their knowledge and skills in a graduate music therapy program.

Of all the inquiries about a master of music therapy degree program that the PFW music therapy program receives, approximately 20 of those inquiries each year are from prospective international students. Most often, these prospective students are from South American and Asian countries, and almost all have completed music performance degrees in their own countries. Currently, Augsburg University has 2 international students, Temple University has 6, and Radford University has 2. These are just representative schools who were informally asked about international students in their programs. It would not be unreasonable to project that 1-2 international students might enter the program each academic year. The post-baccalaureate certificate in music performance is approved for PFW, the number might reasonably be more than this.

All in all, the projections presented in this proposal for a Master of Music Therapy degree program at PFW are both sound and reasonable. A just-published study in *Music Therapy Perspectives*, supports the claims of this proposal. This study showed that, based on figures from all music therapy degree granting institutions in the U.S. from 2000-2017, "...music therapy program enrollment and degree attainment at the undergraduate and graduate levels are growing at a faster pace than all other music majors combined – and at all 4-year degree granting post-secondary institutions. (Iwamasa, D., 2019, pg. 196.)"

Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37(2), 196-204.

2. Lack of substantive quantitative data regarding employment opportunities

"The committee would therefore recommend that the music therapy program faculty:

- *Provide proof of track-specific job opportunities for MMT graduates, including but not limited to agreements sought from, obtained and/or supported by major employers in the region;*
- *Provide quantitative evidence to support the contention that MMT graduates will gain more, specialized, or better paying job opportunities relative to MT-BC practitioners."*
(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)

The spirit of these recommendations is understood; however, they are predicated on the idea that music therapists return to graduate school only to make more money or to get a job. These are erroneous assumptions in the case of music therapy graduate work. When MT-BCs enter a graduate program, they are usually working professionals. Their primary concern is not getting a job; the typical reason that music therapists return to school is to expand and further develop their knowledge and skills in order to be able to do more in the clinical setting in which they practice. Many times, this is related to getting access to types of clients in that setting that they cannot access because of the nature of undergraduate training and the need for advanced level clinical training. As a real-life example, a music therapist who had a music therapy clinical position at the Cleveland Clinic (who employs approximately 18 music therapists and currently has a job posting for another, with master's degree preferred) returned to school to complete a graduate degree in music therapy (MMT degree at Augsburg University) because she wanted to be able to work with ventilated patients on the organ transplant unit. The Cleveland Clinic, understanding the nature of an undergraduate education in music therapy which prepares students at a basic entry level, allowed her to begin working on the transplant unit only once she had completed a significant portion of her graduate level training. She now primarily works on the organ transplant unit which, is not a new job, but does meet her professional goals.

Certainly, the cost of education is an important factor, and return for investment is of concern. The value of a PFW MMT degree, which will be the lowest cost graduate music therapy education option in the state, will both encourage enrollment, assist current MT-BCs in the state to provide better services to their clients and in the settings in which they work, as well as helping them to meet their professional goals. The letters of support from the community include some from upper administration at Parkview Healthcare System, and several area employers of music therapists. It is true that none of these letters includes an agreement to hire potential graduates of such a program, but they do demonstrate that area employers and healthcare facilities are interested in having a PFW graduate program as a new resource. It seems unreasonable that employers would make written agreements to hire individuals from a program that has not yet been approved, and which will not have graduates for 4-5 years from now.

Throughout 2019, the PFW music therapy program has been meeting with Dr. Chang of the IU Medical School (letter included) and Dr. Angela Lasalle who directs the integrative medicine program for Parkview Healthcare System (letter included). In these meetings we were building programs for preceptorships, collaborative projects, and community engagement, the majority of which were predicated on the establishment of an MMT degree program at PFW. With the extended delay in approval of the PFW MMT, these meetings have subsequently been suspended because there isn't sufficient opportunity for undergraduate students to be involved given the need for advanced level clinical training on specialized units in the hospital. If the letters of support from these and other large community stakeholders (e.g., Allen County Juvenile Justice System) are insufficient to show their interest in music therapists who are trained at a higher level, then the purpose of including these letters is unclear.

3. Consider a dual Master in MT/Counseling degree

“The committee identified numerous Masters-degree Programs nationwide that provide a dual degree option for a Masters in Counseling and a Masters in Music Therapy.”

“The committee would therefore recommend that the music therapy program faculty:

- Engage in a direct conversation with the counselor education program faculty regarding potential opportunities and limitations of collaborative efforts;
- Provide a substantive explanation in any future proposal regarding the outcome of this interdepartmental discussion;

- Articulate the benefits, in any future MMT proposal, of a self-sustaining Masters in Music Therapy degree relative to a dual Masters-degree in Mental Health Counseling and Music Therapy, including additional evidence to support those cited benefits.”
(Purdue University Fort Wayne Graduate Subcommittee Proposal Review)

While we are not opposed to having this conversation, it is important to base such conversations on accurate, current information. A complete review of every graduate music therapy program in the U.S. identified 3 dual programs of this kind out of a total of 38 programs. These programs are in the states of TX, PA, and MA. (See table below.) Licensure requirements differ from state to state, unlike certification which is typically national. All three of these programs are in states that base prerequisites for eligibility for the licensing exam in counseling on curricular content, meaning that they outline the areas that need to be included in a curriculum that a potential candidate completes. In addition, two of these programs, those in PA and MA, are in direct relation to requirements in surrounding states where music therapists working in state- or federally-funded agencies and facilities must have the minimum of a master’s degree, and must obtain licensure as a Licensed Creative Arts Therapist, or LCAT. These curricula combine a traditional music therapy masters with supplemental counseling coursework to satisfy the LCAT prerequisites. In the state of Indiana, licensure as a mental health counselor (LMHC), the only applicable license and the one related to the Counseling Education program at PFW, has as its prerequisite that a candidate has graduated from a Master of Counseling program accredited by the CACREP, and further stipulates that an accredited program must be of 60 credits in counseling. So, to compare degree programs that lead to licensure in different states is problematic unless one understands the differences in licensure requirements.

Other schools which had planned on instituting dual degrees were contacted and asked about their progress towards these programs. These included Augsburg University, Loyola University, and Montclair University. In all three cases, the program directors indicated that proposals had not been successful to date because aligning curricular and licensure requirements was too difficult and resulted in programs with too many credits.

At this time, it does not seem plausible that a dual degree program that meets IN state licensure requirements is plausible, given that an individual would basically need to complete 100 graduate credits – more than is required for most doctoral degrees. And finally, mental health is only one area of practice in music therapy, and mental health services in Indiana are not currently widely available nor are they a priority within the Indiana healthcare mindset in general. It is highly unlikely that music therapists will come to PFW to complete this type of dual degree in order to continue practicing as a music therapist. It is far more likely that those individuals who want counseling jobs would apply to that program.

Graduate Programs Offering a Dual Music Therapy/Counseling Graduate Degree

University	State	Dual Masters	Credit #	State Licensure Requirements
Appalachian State University	NC	No	-	-
Arizona State University	AR	No	-	-
Augsburg University	MN	No	-	-
Berklee College of Music	MA	No	-	-
Colorado State University	CO	No	-	-
Drexel University	PA	Yes	90	based on curriculum content
Florida State University	FL	No	-	-

Georgia College & State University	GA	No	-	-
Illinois State University	IL	No		
Immaculata University	PA	No	-	-
IUPUI	IN	No	-	-
Lesley University	MA	Yes	60	based on curriculum content
Loyola University	LA	No	-	-
Maryville University	MO	No	-	-
Molloy College	NY	No	-	-
Montclair State University	NJ	No	-	-
Nazareth College	NY	No	-	-
NYU	NY	No	-	-
Ohio University	OH	No	-	-
Radford University	VA	No	-	-
Sam Houston State University	TX	No	-	-
Shenandoah University	VA	No	-	-
Slippery Rock University	PA	No	-	-
St. Mary-of-the-Woods College	IN	No	-	-
SYNU-Fredonia	NY	No	-	-
SUNY - New Paltz	NY	No	-	-
Temple University	PA	No	-	-
Texas Woman's University	TX	Yes	70	based on curriculum content
University of Dayton	OH	No	-	-
University of Iowa	IA	No	-	-
University of Kansas	KS	No	-	-
University of Kentucky	KY	No	-	-
University of Miami	FL	No	-	-
University of Minnesota	MN	No	-	-
University of Missouri - KC	MO	No	-	-
University of the Pacific	CA	No	-	-
Wartburg College	IA	No	-	-
Western Michigan University	MI	No	-	-

Counseling Licensure in Indiana

Indiana has a different licensure title than most states. Their title is known as the Licensed Mental Health Counselor (LMHC), although many of the requirements are quite similar to other states. You will first want to familiarize yourself with the Indiana Professional Licensing Agency website which you can find [here](#):

The steps to become licensed as a counselor with the title Licensed Mental Health Counselor (LMHC) is as follows:

1. Complete the necessary educational background of a Master of Counseling from a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program.
2. Complete a practicum or internship element.
3. Apply with the state board to sit for your NCE.
4. Take the National Counselor Examination (NCE) as administered by the National Board of Certified Counselors (NBCC).
5. Apply for your LMHC license.