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Academic Senate
Illinois State University

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ACADEMIC SENATE MINUTES

November 19, 1986

Volume XVIII, No. 6

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Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate.)

November 19, 1986

Volume XVIII, No. 6

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:02 p.m. in the Ballroom of the Bone Student Center.

Seating of New Senator

The new graduate student senator, Keith Powell, was seated. He is working on a Master's in History, and had served as an undergraduate senator last year.

Roll Call

Secretary DeLong called the roll and declared a quorum present.

Approval of the Minutes of November 5, 1986

XVIII-28 Mr. Lorber moved approval of the minutes of November 5, 1986 (Second, Wagner). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz announced that the Academic Senate Secretary, Mary Edwards, was ill with the flu.

Vice Chairperson's Remarks

Mr. Semlow welcomed Keith Powell back to the Senate. He assured him there would be a name tag at the next meeting.

Student Body President's Remarks

Mr. Ritter had no remarks.

Administrators' Remarks

Mr. Watkins announced that he was sorry for any inconvenience caused by the change in dates of the Holiday Openhouse that he and his wife were hosting. The Openhouse would be held on December 7th, from 3 p.m. to 6 p.m. He reminded Senators who could not make it to call the receptionist in the President's Office.

Mr. Strand had no remarks.

Mr. Gamsky had no remarks.

Mr. Harden had no remarks.

ACTION ITEMS

1. Proposal for Disestablishment of Bilingual/Bicultural Education Program in Department of Curriculum and Instruction (9.22.86.2)

XVIII-29 Ms. Mills, Chair of the Academic Affairs Committee, moved approval of the proposal for Disestablishment of Bilingual/Bicultural Education Program in the Department of Curriculum and Instruction. (Second, Whitcomb).

Ms. Mills stated that the Department of Curriculum and Instruction had requested this disestablishment of the Bilingual/Bicultural Program as they believed that their resources should be used elsewhere. The program had not been utilized in three years.

Motion carried on a voice vote.

2. Proposal for Music Therapy Sequence of the M.S. Degree in Music (9.23.86.2)

XVIII-30 Ms. Mills for the Academic Affairs Committee moved approval of the proposal for Music Therapy Sequence of the M.S. Degree in Music (Second, Whitcomb).

Ms. Mills said this program would add to the core of requirements in the degree, the sequence of 12 hours of music therapy courses and other supportive courses. These courses were approved through the regular curricular process.

Motion carried on a voice vote.

3. Approval of Student Appointments to Committees

XVIII-31 Mr. Semlow moved approval of student appointments: Mary Hamilton to the Library Committee; Senator Tim Hall to the Honorary Degree Selection Committee; and Senator Dale Johnston to the Who's Who Screening Committee (Second, Osuna). Motion carried on a voice vote.

4. Approval of Faculty Appointments to Committees

XVIII-32 Mr. Thiel moved the approval of the appointment of Douglas DeLong to the Honorary Degree Selection Committee. (Second, Mottram). Motion carried on a voice vote.

XVIII-33 Mr. Thiel moved the approval of the appointment of George Petrossian to the Who's Who Screening Committee. (Second, Mottram). Motion carried on a voice vote.

5. Approval of Rules Committee Appointments to Academic Standards Committee and University Curriculum Committee.

XVIII-34 Ms. Roof, for the Rules Committee, nominated Dolores Kilgo to fill a vacancy on the University Curriculum Committee that must be occupied by a faculty member from the College of Fine Arts. They also nominated Dr. William Archer from Art to fill a vacancy on the Academic Standards Committee. (Second, Newby). Motion carried on a voice vote.

INFORMATION ITEMS

1. Bachelor of Music Education Program Proposal (Request by Music Department for an Exception to the 124 hour limitation on Bachelor Degree)

Ms. Mills for the Academic Affairs Committee stated that senators had received information on the proposal. She supplied some background information. Several years ago, 1982, the University received a mandate from the Board of Regents to examine the Baccalaureate Degree in regard to the requirements of number of hours for graduation. There was concern over the uneven numbers of hours required in various departments and the issue of a four-year graduation proviso for students was also looked into. In response to that mandate a subcommittee of the University Curriculum Committee composed of one representative from each college in the university was formed. Ms. Mills had served on that committee. In attempting to respond to the mandate, there was some concern about reducing the number of hours required for graduation. The committee attempted to respond to that mandate, while at the same time recognizing the diversity of programs at Illinois State University in defining and trying to identify the parameters of the Baccalaureate Degree. The committee had supplied a few pages from the recommendation of that subcommittee along with the Music proposal. In the process of developing this proposal, the preliminary recommendations of the subcommittee were circulated to all departments of the University, responses were received, and Richard Dammers, Chair of the committee, took special care to respond to all the questions and comments. To summarize the report, major points and recommendations were: that the Baccalaureate Degree require no more than 124 hours for graduation; there were specific guidelines for the number of hours that would be required for each major; the number of hours required within a major department, etc. Along with those recommendations, the committee recognized that there were some programs already in place and approved at the University that did not comply with that guideline. There was also a section of the report that tried to take care of that problem by suggesting that "programs not conforming to these guidelines will be scrutinized during the regularly scheduled Academic Program Review process." In the regular program review process, the Music Department looked at the Bachelor of Music Education Degree, which did exceed the guidelines, and prepared as a result of the information that they collected, a rationale for the exception. This has been distributed through the regular curricular channels of the University; through the department, the college, to the University Curriculum Committee, and then to the Academic Affairs Committee. The department brought in consultants from several different universities, spent quite a bit of time comparing the program here with the requirements in other universities, and examined several different alternatives. They believe the requirements as they now stand, which are 127-130 hours, depending upon the type of speciality of the student, is the minimum that the department can require, and still feel that they are providing adequate preparation to their graduates. They have based the rationale on several different issues which are repeated several times in the document. One is the diversity of musical skills or competency of music educators who are required to teach many grades and many levels of students in public schools. Opinions of consultants are that this number of hours is bare minimum. Further reductions would not adequately prepare students for their profession. The department explored alternatives to the 127-130 hour requirement, over one year, and none of these proved to be feasible. The consultants compared ISU requirements to those of other institutions, and none of those required less than 128 hours. Many required more. All of them required more music than the ISU program. The Academic Affairs Committee has studied this with the members of the Music Department and unanimously concur with their request. Representatives of the Music Department were present for questions.

Mr. Shulman asked about page 5 in the Music Proposal, "Statement on Bachelor of Music Education Degree", the substitutions of PSY 112 and MUS 261.

Margaret Kelly, Music Education instructor, said it was her understanding from Jeff Chinn at the Academic Affairs Committee meeting, that the college has chosen to expand the content of the Psy. 112 course, so that C&I 210 and Psy. 112 are not interchangeable. C&I 210 is geared to child growth and development; the Psychology course will now be a full life standard course. They will not be interchangeable.

Mr. Shulman asked about the substitutions involved with MUS 261, 262 and 264 for four hours of C&I 200.02 and 200.04 as part of the professional education requirements. Why was this done?

Ms. Kelly said when it was explored in the consultation with the department of C&I, there was a very strong feeling in C&I that indeed the materials covered in both those courses actually had areas that pertained to the C&I program.

Mr. Shulman asked if C&I had requested this. Ms. Kelly said no, it had been a mutual decision, between Music and C&I.

Mr. Sessions pursued the questions about PSY 112 and MUS 261. His perception of the proposal was that the petition of Music for substituting the Psy 112 course and the two to three music courses would come into play if the Senate should not accept the proposal for an abeyance to the 124 hour maximum.

Mr. Borg, Music, said those were possible areas of semester hour reductions that might be possible. When they were making an effort to reduce the program to 124 hours, these courses were not proven to be interchangeable.

Mr. Sessions asked about the fourth page entitled "Introduction" after the Table of Contents, the bottom of paragraph three, second sentence: "A first-year instrumental music teacher must have mastered the fingerings, the correct embouchures, and the basics of good tone production on all instruments." Was this intended to exclude stringed instruments. Mr. Borg said he was sure that stringed instruments were included.

Mr. Shulman asked if this request for more hours would be representative of other disciplines.

Ms. Mills stated that the Music Department had presented a very strong rationale for this request. No one had considered this a light decision. At the time the 124 hour requirement was passed, there were not that many programs that needed additional hours. There were certain standards set for accreditation in the music field that needed to be met and these additional hours were needed to meet those requirements.

Mr. David Strand stated that the Provost Office had worked closely with the Dean and Department Chairs to identify any programs that would need to exceed the 124 hour limit. Because they currently exceed the limit does not automatically mean they need to continue to do so. There have been adjustments made to other programs to bring them into line with the 124 hour limitation. Only when it does not seem educationally sound to do that will it come before the Senate.

Mr. Ramsey asked how the Music Department competed against other departments, since they required 127-130 hours and other departments only required 124.

Mr. Borg said most departments always wanted to improve programs. As to other programs requiring fewer hours, the Music Department could compete with other programs on the strength of faculty.

Mr. Insel commented on the terms of number of hours. The proposal in Music Education proposes to do two things: the student must master a certain number of techniques and skills in Music as well as mastering a lot of techniques involved in education. He was amazed that a student could accomplish this in 124 hours, since it entailed two kinds of professional preparation. In his experience in Mathematics, those students getting degrees in Mathematics Education took inadequate numbers of courses at an undergraduate level because they had to take educational courses when they came back in the master's program. In the State of California, a person is required to obtain a regular master's degree before going into teacher training. He felt that there was inadequate preparation in terms of combining both of these types of preparations.

Committee Reports

Academic Affairs Committee - Ms. Mills stated that the Academic Affairs Committee would be finishing the Academic Plan and would be placing it on the Agenda for the December 10th meeting. The role of the Senate in this is advisory.

Administrative Affairs Committee - No report.

Budget Committee - No report.

Faculty Affairs Committee - No report.

Rules Committee - Ms. Roof called a short meeting following Senate.

Student Affairs Committee - No report.

Communications - None.

XVIII-35 Mr. Lorber moved to adjourn. (Second, Shulman). Motion carried on a voice vote. The meeting of the Academic Senate adjourned at 7:45 p.m.

FOR THE ACADEMIC SENATE

DOUGLAS A. DELONG, SECRETARY

Illinois State University

The Graduate School

SEP 22 1986

September 17, 1986

TO: Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Richard D. Koschel *Richard D. Koschel*

RE: Disestablishment -- Bilingual/Bi-Cultural Education program

The Department of Curriculum and Instruction has requested deletion of the sequence in Bilingual/Bi-Cultural Education from their Elementary Education program. This proposal was approved by the Graduate Council in their meeting on September 11, 1986. Attached are ten copies of the proposal for consideration by the Academic Affairs Committee. The Department has not offered this program since 1983, and I believe the proposal warrants approval by the Academic Senate.

gc
Attachments

xc - Dan Baxley

Normal-Bloomington, Illinois
Phone: 309/438-2583

Rm. 310, Hovey Hall
Normal, Illinois 61761

9.22.86.2

PROGRAM DELETION REQUEST

1. Institution: Illinois State University

2. Department: Curriculum and Instruction

3. Program Title: BILINGUAL/BI-CULTURAL EDUCATION

Program (endorsement sequence under the Elementary Education Program)

Program Description from the 1982/83 Catalog, pg. 142

Bilingual/Bi-cultural Education: An Elementary Education major who completes the requirements for a B.S., B.A., or B.S. in Education degree and who completes the required courses listed below may be certified as an elementary school teacher with bilingual/bi-cultural endorsement. In addition to the CORE sequence in Elementary Education, other required courses include:

- Three courses selected from C&I 334, 389 (Methods of Teaching Reading to Bilinguals), 389 (Multilingualism in the School Setting), 389 (Bilingual Program: Design and Implementation)
- ENG 243 and two courses selected from ENG 290, 341, and 344.
- FOR (Spanish) 189 (Chicano Studies) and three courses selected from FOR (Spanish) 218, 304, 385, and 389. (Spoken Regional Spanish)
- One HIS course selected from HIS 254, 261, 262, and 371.
- SAS 180

Additional courses in Spanish may be needed in order to obtain the required degree of bilingualism. Students also are required to take 6 hours in C&I 218 (Internship in Bilingual Education). The Elementary Education major who desires an endorsement should consult the Coordinator of the Bilingual/Bi-cultural Education Program in the Department of Curriculum and Instruction for assistance in planning a program to meet the above requirements.

4. CIPS Classification: 13.0201

5. Implementation Date: Immediately upon approval.
6. Rationale: This program has been defunct since May, 1983.
- a. The last catalog to contain a program description was 1982/83;
 - b. The last catalog to contain C&I support courses for this program was 1984/85;
 - c. The last student to complete this program graduated in May, 1983;
 - d. The last time this program option appeared on the Application for Admission to ISU form was Fall, 1983;
 - e. None of the most recent accreditation reviews (ISBE, NCATE, BOR) contains any mention of revitalizing this program.
 - f. Neither recent department nor college mission statements address this program;
 - g. There are no present department faculty qualified to deliver this program;
 - h. The department has no intent to recruit faculty for this program;
 - i. The department does not recruit students for this program.
7. Arrangements for Program Faculty and Students: no impact.
8. Impact on Other Campus Programs: no impact.
9. Budgetary Effect: no impact.*

Illinois State University

The Graduate School

SEP 23 1986

September 23, 1986

TO: Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Richard Koshel *Richard D. Koshel*

RE: Music Therapy Sequence of the M.S. Degree

Enclosed are ten copies of the revised proposal for the Music Therapy Sequence of the Master of Science degree.

I believe that the major issues have been adequately addressed in this revised proposal. These changes consist of placement in the Master of Science degree, elimination of the recital as a program option and an increase of three hours in the required courses outside the Music Department. A discussion of the supportive courses that might be selected by entering students with a different background appears to be minimally presented, but should not delay the proposal at this point. I recommend that it be distributed to the Academic Affairs Committee and that it be approved.

RDK:jw

Normal-Bloomington, Illinois
Phone: 309/438-2583

Rm. 310, Hovey Hall
Normal, Illinois 61761

9.23.86.2

Request for Approval of a Subdivision
Of a Degree Major or Change of Name

1. Illinois State University
2. Responsible Department: Music
3. Proposed Title: Music Therapy Sequence of the Master of Science Degree
4. Previous Title: Not applicable
5. HEGIS CODE: 13.1312
6. Date of Implementation: 1987-1988
7. Description of Proposed Program:

A. The Field of Music Therapy

The following description of music therapy is quoted directly from: National Association for Music Therapy, Inc. (NAMT) (1985), Music Therapy as a Career, Washington, DC: NAMT.

1. "Music Therapy is the use of music in the accomplishment of therapeutic aims: the restoration, maintenance, and improvement of mental and physical health. It is the systematic application of music, as directed by the music therapist in a therapeutic environment, to bring about desirable changes in behavior. Such changes enable the individual undergoing therapy to experience a greater understanding of himself and the world about him, thereby achieving a more appropriate adjustment to society. As a member of the therapeutic team the professional music therapist participates in the analysis of individual problems and in the projection of general treatment aims before planning and carrying out specific musical activities. Periodic evaluations are made to determine the effectiveness of the procedures employed."
2. "A career in music therapy offers challenge, opportunity, and many distinctive rewards to those interested in working with children and adults who require special services because of behavioral, learning, or physical disorders. Many music therapy practitioners work with socially and emotionally maladjusted

adolescents and adults, with the mentally retarded, or with geriatric patients in hospitals, clinics, day care facilities, community mental health centers, and special service agencies.

"Handicapped children comprise a large contingent of those now receiving music therapy. They may be mentally retarded, emotionally disturbed, or cerebral palsied; crippled, blind, or deaf; deprived and/or disadvantaged; or they may have multiple disabilities. Children with learning problems also profit greatly from music therapy. The therapist's professional skills are utilized in a wide variety of treatment and educational settings.

"Some school systems employ music therapists in special education programs. This field will grow and will offer excellent opportunities for music therapists who are also certified as music educators. Some Registered Music Therapists work in their own studios with children and adults referred by psychiatrists and other health professionals."

3. "The education of a music therapist is unique among college degree courses because it not only allows a thorough study of music throughout the four years, but provides education which generates a broad knowledge of one's self as well as others. It prepares for intelligent living and understanding because it does not stop with the introspective perfection of musical performance, but develops an in-depth interest in biological sciences, sociology, anthropology, psychology, and, of course, general culture. For those wishing advanced education, a master's degree in music therapy is offered by certain universities." A person may be registered as a music therapist upon completion of a music degree which includes coursework (including a 6 month internship) approved by NAMT.
4. "Opportunities for service are available to the qualified music therapist, not only in the traditional clinical settings, but in new and different and very challenging areas, including research and preventive therapy.

"Availability of positions varies from time to time and from one geographic area to another. No distinct employment trends are apparent for the immediate future, but the concern for utilizing alternative forms of treatment in

national health planning should be encouraging for music therapy.

"Salaries for graduates in music therapy vary in different parts of the country and range upward with experience, advanced degrees, and employment in executive and administrative positions. Many openings in state and federal institutions are under civil service with all its benefits. (See Appendix A, p. 19, for Civil Service Job Classification; see Appendix B, p. 21, for a specific job description.) Fringe benefits are also available from private institutions, clinics, and community organizations."

B. Current ISU Graduate Programs in Music

1. General Requirements (quoted from the Graduate Catalog)

"The department offers programs of study leading to the following degrees: M. A., M. M. Ed., M. M., and M. S. All candidates for an advanced degree in music must take placement examinations in the areas of music theory, history and literature. Departmental requirements will be determined in part by the placement tests and students should check with their graduate area advisor to develop their individual programs of study.

"All graduate students in music take 12 semester hours as a core requirement. In addition, all graduate students select a sequence consisting of a minimum of twelve semester hours. The following sequences are available: Musicology, Theory and Composition, Performance, and Music Education.

"All graduate students enrolled for six or more hours of course work or applied music must perform in an appropriate University performing organization.

"Any student wishing to take graduate applied music must audition in his/her specific performance area."

2. Current Status of Music Therapy Courses Within the Graduate Program

Students who possess undergraduate degrees in music education or music performance can presently complete coursework for music therapy registration while simultaneously pursuing a Masters degree in music education or performance. The music therapy courses, however, are in addition to (rather than a part of) the Masters program.

Music therapists are hired primarily by state and private psychiatric hospitals, mental retardation centers and nursing homes. Presently, students with undergraduate music degrees in education or performance, who wish to earn a Masters degree in the state of Illinois while simultaneously pursuing a career change to music therapy, are required to take courses which are not specifically related to their field. There is no sequence available to further the student's knowledge of single subject treatment and research design, therapeutic intervention techniques of the creative arts therapies, or clients' rights legislation, which are crucial issues in nonschool facilities with adult as well as school-aged individuals.

Presently, ISU is unable to attract the student who completed music therapy registration requirements in conjunction with an undergraduate music degree. Though Illinois State University, Western Illinois University and DePaul University have been providing undergraduate work in music therapy over the past 10 years, none of these schools offers advanced music therapy courses. Students who have already completed an undergraduate music therapy program, and

who wish to update their education in music therapy, go out-of-state to do so.

C. Proposed Graduate Sequence in Music Therapy

The purpose of the proposed Music Therapy sequence of the Master of Science degree is to produce highly qualified and knowledgeable music therapists who will become growing and productive assets to their clinical programs and profession. It is the aim of the graduate courses to expand the knowledge and skills not only of persons who are already registered music therapists, but also of students completing registration course requirements. Academic and clinical experiences of this sequence are intended to prepare the student to communicate with colleagues through professional presentations and to expand the knowledge of the music therapy field through published research. In addition to meeting the need of serious professionals for further knowledge and communication of their own field, attainment of the Masters degree would allow the individual to pursue supervisory or coordinator positions in activity departments of state or federally-run institutions, or to pursue college teaching.

The proposed Master's degree sequence in music therapy would require a minimum of 35 hours of graduate credit. The proposed curriculum for this degree sequence meets the standards of the Department of Music, the University, and the National Association for Music Therapy (NAMT). (See Appendix C, p. 23, for NAMT registration procedures.)

The curriculum also permits simultaneous completion of the master's degree and of music therapy registration course requirements through the design of individual programs of study based on the student's prior work and present needs. The registration course requirements are listed in Appendix D, p. 24. Appendix E, p. 25, shows a possible individualized plan of study for a student who is already a registered music therapist and for a student with a Bachelor's degree in instrumental music education.

The relationship between registration and a Master's degree program is clearly delineated in Appendix F, p. 27, which was prepared by Dr. Jayne Alley, Director of Music Therapy at Florida State University, as part of a feasibility study requested by Dean Charles Bolen. Rationale and merits of a music therapy graduate program for ISU are also discussed in this section.

Dr. Alley's report was written in reference to a proposed degree program. However, the ISU Music Department prefers to offer a sequence to an already existing degree. To the extent possible, the present proposal has been based on recommendations of the feasibility study. An exception, however, is that students may or may not complete internship for registration requirements before candidacy to the Master's program. Instead, the decision of when to do internship will be made individually, based on professional considerations and personal need.

There are 15 music therapy graduate programs in universities of the United States. Regionally there are two programs in Michigan, two in Wisconsin and one in Minnesota. Although Illinois has three music therapy undergraduate programs, no music therapy graduate program exists in the state (see Appendix G, p. 29). However, ISU's College of Fine Arts has supported arts experiences for nontraditional populations from the 1970s to the present. As a result of past and current program planning in the College, the inclusion of graduate studies for music therapy professionals in the ISU curriculum offerings is warranted.

E. Music Therapy Graduate Student Characteristics

Data specific to music therapy graduate student characteristics on a national basis are unavailable. However, trends about potential ISU music therapy graduate students can be inferred from information provided by Dr. Jayne Alley, Director of Music Therapy at the Florida State University (FSU). The FSU music therapy graduate program, in existence since 1965, is widely recognized for excellence in meeting the curricular needs of qualified students, and, as a result, continues to attract students on a national basis.

Alley ("Feasibility Study for the Possible Establishment of a Graduate Music Therapy Program in the Department of Music at Illinois State University") provides an analysis of the 1980-1981 FSU graduate music therapy enrollment as follows: 40% of students held Bachelor's degrees in music education, 27% in music performance, and 27% in other areas of music (history, theory, composition, etc.). FSU generally has one student each year whose prior work was outside music (special education, psychology, nursing), but who demonstrated a substantive commitment to the development of music skills. The FSU program also averages at least one Registered Music Therapist per year who seeks a degree in the same area. Alley states that the proportions have remained

relatively stable over time and reflect a representative profile of incoming students.

In the past four years (1981-1985) ISU's graduate music program has attracted at least 11 students who worked on music therapy registration requirements while simultaneously meeting Master's degree requirements for music education or performance. Of these the majority had Bachelor's degrees in music education and the balance held degrees in music performance. It is estimated that most of these same students would have chosen to enroll in the Music Therapy sequence of the Master of Science degree if it had been available.

F. Program Objectives

The FSU study not only determined the feasibility of the ISU graduate music therapy program but also served as a valuable resource in planning an adequate course of study (including course content) for qualified graduate students. The objectives for this sequence relate closely to national standards of practice advocated for music therapists.

In particular, the objectives of the sequence requirements in music therapy are to provide:

1. Knowledge of the application of research techniques to behavioral change strategies essential to effective therapeutic intervention.

Required: MUS 460, Research in Music Therapy;
MUS 498.02, PP: Music Therapy
Internship

2. Knowledge of theoretical constructs underlying the principles of the arts therapies.

Required: MUS 462, Seminar in Music Therapy.

3. Knowledge of the trends in legal systems safeguarding the rights of clients receiving rehabilitative and educational services.

Required: MUS 465, Client Rights in Music
Therapy.

G. The Proposed Curriculum

Master of Science Degree:

MUSIC THERAPY SEQUENCE

35 hours required

- | | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Core requirements: | | 12 hours |
| MUS 457 | Introduction to Bibliographic Methods of Music Research | 3 |
| 458 | Application of Historical Research Methods to Music | 3 |
| | or | |
| 459 | Application of Systematic Research Methods to Music | 3 |
| 396 | Musical Styles of the Twentieth Century | 3 |
| 391-395 | Choice of one course in music styles | 3 |
| 2. Additional Music Study requirements: | | 2 hours |
| MUS 481- 488 | Performing Organizations | |
| 3. Sequence requirements: | | 12 hours |
| MUS 460 | Research in Music Therapy | 3 |
| 462 | Seminar in Music Therapy | 3 |
| 465 | Client Rights in Music Therapy | 3 |
| 498.02 PP: | Music Therapy Internship | 3 |
| 4. Additional requirements: | | 9 hours |
| | Supportive field subjects are to be selected from 300 and 400 level courses but not limited to the fields of Psychology, Education, Speech Pathology and Audiology, Sociology, and Social Work. Music therapy courses at the 300 level may not be included as part of the Masters sequence. | |

H. Course Sequence

Core courses are those presently required for all Masters candidates in the music department. Descriptions of these courses already appear in the catalog and are currently being offered.

Four new courses are proposed to meet sequence requirements. These have been designed to expand students' research skills, and to allow for intensive exploration of philosophical and clinical issues pertinent to the profession of music therapy.

Core Courses Currently Offered

The following are catalog descriptions of the core courses required for all master's degrees in the department:

- MUS 457 Introduction to Bibliographic Methods of Music Research
(3 hours)
Introduction to bibliographic methods of music research. Critical examination of dictionaries, encyclopedias, catalogues, and other aids to research.
- MUS 458 Application of Historical Research Methods to Music
(3 hours)
Bibliographic research methods in music applied to individualized historical and analytical research topics. Prerequisite: MUS 457 or consent of instructor.
- MUS 459 Application of Systematic Research Methods to Music
(3 hours)
Systematic research methods in music applied to individualized descriptive and experimental music research topics and critical evaluation of music research. Prerequisite: MUS 457 or consent of instructor.
- MUS 396 Musical Styles of the Twentieth Century (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.

Select one of the following:

- MUS 391 Musical Styles of the Renaissance Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 392 Musical Styles of the Baroque Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 394 Musical Styles of the Classical Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 395 Musical Styles of the Romantic Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.

- MUS 481- Performing Organizations (1 hour)
488 Participation at the graduate level in the major organizations: Symphonic, Concert, or Varsity Band, 481; Symphony Orchestra, 482; Chamber Wind Ensemble, 483; Concert Choir, 484; Glee Club, 485; Treble Choir, 486; Civic Chorale, 488.

Required Courses for the Music Therapy Sequence

Four new courses have been developed for the sequence.* The following is a brief description of these courses:

- MUS 460 Research in Music Therapy (3 hours)
Study of single subject design tradition with emphasis on appropriate employment of repeated measurement techniques.
- MUS 462 Seminar in Music Therapy (3 hours)
Study of current practices in the music therapy field with emphasis on current literature and new directions.
- MUS 465 Client Rights in Music Therapy (3 hours)
Study of necessary legal systems to ensure the rights of clients receiving rehabilitative and educational services.

Graduate students in the sequence will be expected to complete requirements for supervised practical experiences in the field. This music therapy internship course is described as follows:

- MUS 498.02 Professional Practice: Music Therapy Internship (1 hour)
Practical experience in therapeutic music situations in various institutions for the purpose of new experience and/or supervision option. May be repeated. Maximum 4 hours.

I. Admissions and Retention in the Sequence

All students seeking an advanced degree in music must meet University and department requirements for admissions and retention. In addition, a student completing the music therapy sequence must write a thesis or pass a written comprehensive examination.

J. Advisement in Music Therapy

Advisement of all graduate student music majors is handled by the music department faculty member who is responsible for scheduling graduate students and for assuring that degree requirements are met in an appropriate sequence. In addition, music therapy students are expected to consult with the Coordinator of Music Therapy to assure that NAMT registration requirements are being met, and to obtain practicum assignments.

*These courses were approved Fall 1985, while the present document was still in committee process.

K. Field Experience in Music Therapy

During three semesters of this program, the graduate student in the music therapy sequence is expected to enroll in MUS 498.02, Professional Practice: Music Therapy Internship, a 12-15 clock hour practicum assignment per semester in which the student provides or supervises therapeutic music experience for special populations in community facilities (schools, hospitals, nursing homes, etc.). All field placements are coordinated by a member of the Music Therapy faculty. Individual student preferences, skills, and needs are taken into consideration in making specific site assignments. In accordance with NAMT guidelines, the student's practicum experiences must include at least three disability areas during the course of study.

Field agencies are selected on the basis of the quality of treatment they provide to clients, the quality of supervision they provide to students, and their accessibility. Populations presently available to students during practicum include geriatrics, psychiatric patients and children who are physically handicapped, mentally retarded and behavior disordered.

L. Accreditation

The National Association for Music Therapy, Inc. establishes criteria for the certification and procedures for registration of music therapists; individuals who complete an approved program in music therapy from an accredited college or university plus the six-month clinical internship are eligible to apply for the designation of Registered Music Therapist. All members of the profession are encouraged to conduct research which will increase the scientific basis for music therapy practice and to contribute to the increasing published body of knowledge concerning music therapy.

In 1982 ISU's music therapy registration program (pertaining to both undergraduates and music therapy registration students) was reviewed by National Association for Schools of Music (NASM) and in 1981 by NAMT. The program received continued accreditation/approval by both agencies. The first basis, then, for requesting a graduate music therapy sequence is that ISU has a strong undergraduate music therapy program which has met the rigors of outside review. In addition, the majority of resources for a graduate sequence already exists at ISU.

8. Rationale:

A. The Need for a Formal Unit of Instruction:

In addition to the fact that there are adequate resources in place to support the sequence, there are other variables to consider. They are:

1. the curricular need for the mature student either to explore areas of study not covered in the undergraduate curriculum and/or to expand upon study areas introduced to music therapy undergraduates. The proposed four courses required in the music therapy sequence will meet this need.

In particular, more effective and humane treatment practices will be the focus of MUS 465 and will complement the MUS 460 emphasis on strategies and techniques for implementing effective behavioral change through music therapy contingencies. Refinement of practitioner skills will improve the personal competency of individuals who have completed prior undergraduate level work.

2. the strength of the present ISU music therapy program which became a formal degree sequence in 1984-85. The present program was reviewed by NASM and NAMT as mentioned above.
3. the present faculty who meet requirements for offering graduate level work. Additional evidence for the quality of the program consists of strong teacher evaluations, ready placement of students into internship programs, and ability of students to obtain entry-level employment in the field.
4. the central location of ISU to attract students from all over Illinois. There are no other music therapy graduate programs in the state.
5. the potential for practitioners to qualify for higher level ratings within job classifications with significant increase in salary. For example, in Illinois, the position of activity therapist facility coordinator requires a Masters degree in music therapy or related therapy, etc. Available data show that in 1980 the salary range was \$17,592-26,040. This is a marked increase in salary over that of the highest paid activity therapist with a bachelor's degree (\$15,300-19,632.)

B. Student Demand

There is some data available on enrollment figures in music therapy programs. However, a limitation of the data is that graduate and undergraduate figures are not differentiated from each other. Data collected by NAMT in 1980-81 showed that the enrollment in music therapy programs in 16 Great Lakes and Midwest schools ranged from 18 (Alverno College, Wisconsin) to 138 students (University of Kansas), with an average of 50 students per program. An informal national survey of music therapy programs, conducted in 1982 by Mansfield State College (N.J.), shows the mean music therapy program enrollment for Fall 1982 as 49.08, for Fall 1981 as 48.74 and for Fall 1980 as 55.88. It would appear that ISU can fully expect to enroll an adequate number of students wishing to complete music therapy graduate studies.

In order to address all relevant issues related to a graduate music therapy sequence, the Dean of the College of Fine Arts solicited a feasibility study from a qualified consultant. The consultant, Dr. Jayne Alley, recommended that ISU institute the program based on an analysis of the national trends in the music therapy field and on the characteristics of the graduate music therapy population. The decision was based, in part, on the following: (1) the robust number of ISU undergraduates (N=70) as compared to the national norm (N=55); (2) the lack of any other master's degree in music therapy in the state; and (3) the potential of ISU to attract in excess of the average of 12.2 graduate students per year. The consultant implied that ISU could expect most of its graduate students in music therapy to come from within the state. An implication regarding the possibility of ISU drawing from interested Canadian students was also drawn.

The music therapy registration program was first possible for ISU students entering under the 1974 catalog. Since that time, approximately 75 students per year have been enrolled in the program. Since 1980, 11 of these students had already completed baccalaureate degrees in music, and entered the University as graduate degree candidates in music education or performance, or as students-at-large for the purpose of completing registration coursework.

A summary of letters requesting information about Masters level coursework in music therapy (N = 37) from 1981 through 2/86, indicates that there were at least 4 requests in 1981; 9 in 1982; 11 in

1983; 3 in 1984; 4 in 1985; and 3 so far in 1986. There have been 29 inquiries from within the United States: 17 from Illinois; 3 from New Jersey; 2 each from Minnesota and Tennessee; and one each from Iowa, Oklahoma, Michigan, South Carolina and Idaho. There have been 8 inquiries from foreign students: 3 from Canada; 2 from Japan; and one each from Germany, Mexico and Korea.

Inquirers held bachelor degrees in music performance (6), music education (5), liberal arts music programs (2), music therapy (2), philosophy (1), and special education (1). One student held a bachelor's degree in biology and in human development and social relations. Seven students held music degrees, but did not state what area of music. Several inquirers already had completed Masters degrees in music education (5) or performance (1), and were interested in a career change. Six students did not include educational background information.

It should be noted that these requests were unsolicited, as ISU has never advertised graduate work in music therapy. It should also be noted that this listing is only a sample from requests for information which ISU has received regarding Masters level work in music therapy. This list is limited for the most part, to written requests directed to and saved by one faculty member. Some letters of request were not maintained. In addition, phone requests for information and personal contacts were never recorded.

C. Societal Need for Music Therapists
(Information reported in the following paragraphs is the most current information available.)

Results of a study of the music therapy profession reported in the Journal of Music Therapy, Spring 1979 ("A Survey of Clinical Practice in Music Therapy Part I: The Institutions in Which Music Therapists Work and Personal Data" by Charles Braswell, Cheryl Maranto, and Anthony Decuir), indicated that 28.53% of registered music therapists worked with the psychiatric population, 25.50% worked with the mentally retarded, 18.31% worked with other handicapping conditions, 10% were employed in other fields and 16.66% were not employed (housewife, graduate student, out-of-work, etc.). This study also showed that 56.51% of music therapists were employed in state institutions, 34.78% in private institutions, 4.34% in county institutions, and 3.37% in federal institutions.

In May, 1981, the Employment Relations Committee of NAMT published a report summarizing pertinent information about civil service classifications

under which music therapists could be hired in each of the 50 states. This project showed that seventeen states, including neighboring states of Indiana, Michigan, and Wisconsin, have a state music therapy job classification. Fourteen states, including Illinois, can hire music therapists under the title of activity therapist or specialist. Five states hire music therapists under the title of recreation therapist or leader, and four states use the title clinical, registered or rehabilitation therapist. The federal government hires music therapists in veterans hospitals using the job classification Recreation/creative arts therapists. Music therapists are hired in private institutions under similar job titles. Senior, supervisory or coordinator positions usually require a Master's degree.* In times of economic health, music therapists have had little difficulty finding jobs. In present economic times, competition for jobs is keener; most music therapists have found jobs in their field if they were willing to relocate.

In a 1981 study by Dianne Greenfield ("Music Therapy Education: A Quantitative Analysis") the total enrollment of students (undergraduate) in the Great Lakes region was reported to have increased from 1977-1979 with the average enrollment figure in large universities stabilizing at 47 students. This places the region second in the nation regarding employment potential based on client population statistics. The 1979 Directory of Institutions Employing NAMT Members stated that there was more than a 100% increase of employed music therapists in the region as compared to data recorded in 1975. The same study indicates that there is a positive correlation between locations of job increases and established academic programs for registered music therapists.

According to the Illinois State Occupational Outlook Information Report (1978, William M. Bowling, Director of Labor), the average number of job openings (1974-1985) for therapists (type undifferentiated) was 581. This represented a growth rate of 46.46%, which was above the average rate of 30%, and was due to increased awareness of the importance of rehabilitation of disabled persons. The report stated that job opportunities for graduates of approved programs are excellent with the caution that such a projection is based on a 4% rate of unemployment. Bowling stated that the rate of growth for an occupation is, however, only one indicator of future job prospects. More

*Refer to Appendix A, p. 19, for Civil Service Information.

jobs become available because workers leave the labor force than because of employment growth. Projections for 1985-1995 are not yet available.

9. Expected Impact of Proposal on Existing Campus Programs

The proposed graduate music therapy sequence should continue to enjoy the relationship with other campus programs which has already been established for the undergraduate sequence. Because of a need for a wide base of knowledge in the behavioral sciences, music therapy students take supportive courses in psychology, sociology, education and social work.

10. Expected Curricular Changes Including New Courses

Four new courses are necessary and have been identified on page 7.

11. Anticipated Staffing Arrangements

No new faculty will be needed for a music therapy sequence. Two registered music therapists are employed as full-time faculty members for the present therapy program, and there are two music education faculty members who provide supportive instructional services. The following information summarizes the qualifications of current music faculty who participate most closely in the music therapy program.

Marie DiGiammarino, B.S., Indiana University of Pennsylvania, 1971; M.M.Ed., University of Georgia, 1975; R.M.T., National Association For Music Therapy (NAMT), 1976. Director of Music Therapy, serves on NAMT Judicial Review Board. Previous positions: music therapy training coordinator, Georgia Retardation Center--Athens Unit, University of Georgia, 1980-1981; rehabilitation therapist, Caswell Center, Kinston, North Carolina, 1976-1979; served on NAMT Assembly of Delegates 1977-1985; served as Southeastern Regional music therapy secretary 1979-1981; vocal music instructor, Southern Fulton School District, Warfordsburg, Pennsylvania, 1971-1974.

Mary J. Nicholas, B.M.Ed., The University of Portland, Portland, Oregon, 1962; M.M.Ed., The University of Portland, Portland, Oregon, 1966; Ph.D. in Music Education, the University of Kansas, Lawrence, Kansas, 1972, R.M.T. Associate Professor of Music, associate member of graduate faculty; previous faculty appointment, College of Saint Teresa, Winona, Minnesota, 1973-1980; staff music therapist, Lakemary Center, Paola, Kansas, 1972-1973 and Southard School, Menninger Foundation, Topeka, Kansas, 1971-1972; previous teaching experience elementary vocal music; member National Association for Music Therapy;

editor, Journal of Music Therapy, 1976-1979; review editor, Journal of Psychomusicology, 1982-; publications, Journal of Music Therapy.

Paul E. Rosene, B.S. in Ed., 1951, M.S. in Ed., 1956, Illinois State University; Ed.D., The University of Illinois, 1976. Professor of Music, Coordinator of Student Teaching, Founder of Music Therapy Division, member of graduate faculty. Previous appointments: Associate in Research in Special Music Education, University of Illinois, 1972-1973; Supervisor of Music Education, Pittsfield, Illinois Public Schools; Director of Hospital Music and Training Bands, United States Air Force, 1953-1955; Member of Teach Arts for the Handicapped, Federal Project #05-542-0189, 1979-1980. Editor of Music Therapy Newsletter, "Voice of the Lakes", Great Lakes Region of the National Association for Music Therapy, Inc., 1969-1976; Chairman, North Central Division of the Music Educators National Conference of the Committee for Special Learners, Illinois Music Educators Association, 1982-present; Vice-President for Higher Education, Illinois Music Educators Association, Past President, District III, Illinois Music Educators Association, 1970-1975. Publications: "Musical Insights for the Exceptional Child" (Rosene's Recitatives) quarterly in the Illinois Music Educator Instrumentalist and the School Musician. Books: Making Music (Stipes Publishing Company, Champaign, Illinois, 1982), and Making Music With Choirchimes (Hope Publishing Company, Carol Stream, Illinois, 1983). Workshop leader and lecturer in Music Therapy/Music for Special Learners/ Instrumental Music for the Exceptional Child/Conductor of Festivals and Instrumental programs.

David B. Williams, B.M.Ed., Northwestern State University of Louisiana, 1965; M.M. in theory, Northwestern State University of Louisiana, 1966; Ph.D. in systematic musicology, The University of Washington, Seattle, Washington, 1973. Professor of Music, Director of the Office of Research in Arts Technology, member of graduate faculty. Previous positions: represent 20 years experience in teaching and research in music education, psychomusicology, and educational technology; member of Music Educators National Conference, College Music Society, Phi Delta Kappa, Association for the Development of Computer-Based Instruction Systems, American Psychological Association; Editor, Psychomusicology; published extensively in professional journals, Music Educators Journal, the Council for Research in Music Education Bulletin, the British Journal of Psychology of Music, the Journal of Research in Music Education, and Behavioral Methods and Instrumentation. Workshops and presentations on the use of microcomputers in the arts at Stephen F. Austin University, the University of Iowa, Columbia Teachers College and the University of Wisconsin, Madison. Kellogg Foundation educational leave, 1982-1983.

12. Anticipated Funding Needs and Source of Funds

The music therapy certification program, as it presently exists, is funded each year by monies allocated to the music department for costs of salaries, instructional materials, etc. There is administrative support for at least one music therapy faculty member to be given summer teaching to allow for theses, final clinical projects, and independent study programs to be completed at any time in the academic year. Monies for this would be reallocated within the department and would not require additional funding.

IDAHO (W) (Continued)

| <u>Title</u> | <u>Qualifications</u> | <u>Annual Salary</u> | <u>Date Effective</u> |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| | 4 yrs. One yr. of exp. in REC with normal persons or in personal services to handicapped persons substitutes for 1 yr. of education to a maximum of 4 yrs. | | |
| Therapeutic Recreation Specialist II | Same degree as above; 1 yr. exp. in REC with handicapped; same substitutions as above apply; Master's degree in therapeutic recreation, PE, SPED, applied arts, or ED will substitute for the 1 yr. exp. | \$15,540-20,820 | April 1974 |
| Therapeutic Recreation Supervisor | BD as above; 3 yrs. exp. in REC for handicapped; same substitutions as above apply; Master's degree in above fields will substitute for 1 yr. exp. | \$17,136-22,956 | May 1974 |

ILLINOIS (GL)

| | | | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| Activity Program Aide I | Knowledge equal to HS education | \$9420-11,328 | February 1, 1976 |
| Activity Program Aide II | Same as above; 1 yr. exp. in activity program | \$9696-11,712 | February 1, 1976 |
| Activity Program Supervisor | Knowledge equal to 4 yrs. college; course work in fields related to ACTT; 3 yrs. professional exp. in social work, RT, OT, or industrial therapy | \$17,592-26,040 | February 1, 1976 |
| Activity Therapist I | BD in RT or related therapy which includes 8 wks. field exp. | \$12,744-15,996 | June 16, 1980 |

ILLINOIS (GL) (Continued)

| <u>Title</u> | <u>Qualifications</u> | <u>Annual Salary</u> | <u>Date Effective</u> |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| | or 4 yrs. college and agency training program RMT or Certified Recreation Therapist preferred | | |
| Activity Therapist II | BD in MT or related therapy; 1 yr. exp. in ACTT; RMT or Registered Recreation Therapist preferred | \$13,956-17,712 | June 16, 1980 |
| Activity Therapist III | BD in MT or related therapy; RMT or Registered Recreation Therapist preferred; 2 yrs. exp. in ACTT | \$15,300-19,632 | June 16, 1980 |
| Activity Therapist Facility Coordinator | Master's degree in MT or related therapy; RMT or Registered Re- creation Therapist preferred; 3 yrs. exp. in ACTT | \$17,592-26,040 | June 16, 1980 |
| Activity Therapist Supervisor I | BD in MT or related therapy; RMT or Certified Recreation Therapist preferred; 2 yrs. exp. in ACTT | \$16,620-24,492 | June 16, 1980 |
| Activity Therapist Supervisor II | Master's degree in MT or related therapy; RMT or Certified Recreation Therapist preferred; 2 yrs. super- visory exp. in ACTT | \$18,648-27,768 | June 16, 1980 |

INDIANA (GL)

| | | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| Music Therapist V | BD in MT; 4 yrs. as Rehab. Ther. Asst. II may substitute for req. education | \$12,792-19,396 | Unknown |
| Music Therapist IV | BD in MT; 6 mos. exp. as State Music Therapist V or RMT; RMT may sub. for all education or exp. requirements | \$13,988-21,008 | July 21, 1977 |

MUSIC THERAPY JOB DESCRIPTION

STATE OF MISSISSIPPI
 Position Description

| | | | | | |
|-----------------------------------------------|--|--------------|--|------------------------------------------------------------------|--|
| Employee Name | | | | 1. Commission, Board, Department, or Institution | |
| DiGiovanna Marie | | | | Caswell Center | |
| Pay or Title | | Position No. | | 2. Division, Section, or Unit | |
| Rehabilitation Therapist I | | 4250 | | MCU | |
| Usual Working Title of Position | | | | 3. Place of Work or Headquarters (City, Building, Room or Other) | |
| Registered Music Therapist | | | | Room 2 | |
| Name & Title of your Immediate Supervisor | | | | | |
| E. Hampton Carmine, Rehabilitation Specialist | | | | | |

Give the names and payroll title of employees you supervise directly, if five or fewer. If you supervise more than five employees, give the number under each title. If you supervise one or more units, give the name of each unit and unit head and the number of employees in each unit by title. If you supervise no employees, write "None."

May supervise one or two aides in the future of the Special Training Instructor I or Nacion Care Technician II level.

Describe briefly in detail the work you do. Use your own words, and make your description so clear that persons unfamiliar with your work can understand exactly what you do. Indicate whether duties are regular, periodic or occasional. Indicate the percentage of time how your whole work day is used. If your work is of such a varied nature that it would be difficult to show an average day, consider the work of the entire year and estimate percentage of time spent on each task of which your job is composed. Total of all percentages should equal 100%. If necessary, attach additional sheets.

| Time | WORK PERFORMED |
|------|----------------|
|------|----------------|

75% Therapeutic Duties:
 The primary duty of the music therapist is to utilize music in both individual and group therapy sessions, to assist individuals in meeting their needs by further developing their skills - especially skills in the social, motor, cognitive, and communication areas. In preparation for concentrated work on skill development, music may also be used as necessary, to adapt behavior - that is, to decrease self-injurious behavior, increase general responsiveness or reduce misbehavior.

In order to effectively assess individual needs, design, implement, and evaluate music programs to meet these needs, the music therapist has specific training and/or experience in psychology, child development, learning theory, therapeutic techniques, behavior modification, data collection procedures, observation procedures, and music.

Besides developing skills and adapting behavior, the music therapist also participates with other professional peers under the direction of the coordinator of music therapy, in the planning and carrying-out of campus-wide recreational, social or holiday programs designed to provide normalizing experiences for residents.

20% Planning, Preparation, Meetings and Report Writing:
 The music therapist participates in annual interdisciplinary team meetings on each resident in the music program and submits a written report which includes resident progress and recommendations for future music programming. Shorter, monthly progress notes are recorded in unit folders and performance data is maintained on a daily basis in program training folders.

There are weekly meetings with professional instructional staff in the division, monthly meetings with other campus music therapists and periodic meetings with unit coordinator, psychologist, habilitation specialist, music therapy coordinator, and other professional staff members. The music therapist may also be assigned to sit on committees with other professionals to carry out short-term projects.

Therapeutic preparation includes designing curriculum for music therapy activities within the division, reviewing catalogues, requisitioning materials, and in some cases making and repairing therapeutic materials.

5% In-service Training:
 The music therapist provides job-related experience for trainees assigned for clinical experience in music therapy, and serves as a consultant to staff who wish to use music in conjunction with other training programs.

1. Describe your present assignment by district and center. Professional assistance - intensive three periodic conferences with central; roles and coordinator of music therapy.

2. List any of the assignments in your work? Curriculum of assignments central, special professional journals and references for music therapy. Materials assigned for the recording obtained the university and other for music therapy.

3. How and to what extent is your work checked or reviewed? Through monthly progress notes, monthly reports and periodic unscheduled and scheduled conferences.

4. Describe your contacts with other departments, outside organizations, and the general public. Frequent contact with psychology and instructional staff; other divisional music therapy programs; some parental contact; contact with professional organization for music therapist.

5. List any machines you use regularly in your work and the per cent of time spent operating each.

6. Regular Daily Regular Days Total Hours
 Hours of Work From: 8:00 To: 5:00 P.M. OFF Each Week Sat. and Sun. Per Week 40
 Explain any rotation of work shifts Occasional schedule variations (evenings and/or weekends) may be required to meet residents' needs.

I certify that I have read the instructions, that the above answers are my own, and to the best of my knowledge that they are accurate and complete.

Date 4/13/77 Employee's Signature [Signature]

STATEMENT OF IMMEDIATE SUPERVISOR

1. The statements of the employee are correct and complete with the following exceptions or additions. It is accurate

2. What do you consider the most important duties of this position? Therapeutic duties of direct contact and in-service training of other staff.

3. Does this position involve typing? No (x) Yes () What % of time? % Is typing incidental () or important ()?
 4. Does this position involve shorthand? No (x) Yes () What % of time? % Is shorthand incidental () or important ()?

5. INDICATE THE MINIMUM QUALIFICATIONS WHICH YOU THINK SHOULD BE REQUIRED IN FILLING A FUTURE VACANCY IN THIS POSITION. KEEP THE POSITION ITSELF IN MIND RATHER THAN THE QUALIFICATIONS OF THE INDIVIDUAL WHO NOW OCCUPIES IT.

| | |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Education and Special Training | Graduation from an accredited university or college with a 4-year degree in Music Therapy, or a Masters Degree in Music Therapy from an accredited school or other music degree provided certification requirements are met. |
| Minimum Experience, length in years and kind | Six months internship (1040 hours) |
| Licenses or Certificates Required | Registration as a music therapist by the National Association of Music Therapy. Performance skills on at least two musical instruments; understanding of the retarded and the totality of problems. Knowledge and skills in Behavior Modification as related to Music Therapy. |
| Special knowledge, abilities, skills, physical requirements, age, sex or other factors | |

4-13-77 Immediate Supervisor's Signature [Signature]

STATEMENT OF DIVISION HEAD OR AUTHORIZED REPRESENTATIVE

Print on the above statements of the employee and the supervisor. Indicate any inaccuracies or statement with which you disagree. Please comment on the qualifications suggested by the supervisor.

I concur [Signature]

4-15-77 Division Head of [Signature]



National Association for Music Therapy, Inc.

505 ELEVENTH STREET, S.E./WASHINGTON, D.C. 20003/TEL (202) 543-6864

APPENDIX C

INSTRUCTIONS FOR APPLYING FOR REGISTRATION WITH NAMT

1. Interns must request a registration application form from National Office upon satisfactory completion of the required six-month clinical internship.
2. Each intern must request application for him/herself only.
3. Intern should give name of NAMT school attended and clinical training site when writing National Office for application form.
4. At the time of application, the applicant must have transcripts of all completed academic work sent directly from the school to National Office. Transcripts "issued to student" cannot be accepted. Verification that the degree was granted should be shown on the transcript.
 - A. If transcripts do not show verification of degree granted, a copy of the applicants diploma will suffice, or an official letter from the college registrar stating completion of all requirements for the Bachelor's degree.
 - B. If the applicant's official transcript departs from the school's curriculum checklist, the major professor should prepare and sign a statement listing: (a) courses in curriculum not on student's transcript and an explanation (e.g., waived) and; (b) any courses being substituted. This statement should be given to the applicant with instructions to submit the statement to National Office with the completed registration application.
5. Interns must inquire whether or not the grade for clinical internship will appear on the academic transcript. If it will not, a letter from the clinical training director verifying satisfactory completion of the internship must be included in the applicant's registration dossier.
 - A. Clinical training director must submit letter of verification of completion of internship to National Office ONLY if internship grade will not appear on academic transcript. Intern should inform director if letter will be required.
 - B. Verification of internship letter must contain (a) inclusive dates of internship, (b) separate letter for each intern, (c) original signature of clinical training director.

Submit all information outlined above to the National Office. Processing takes approximately 4-12 weeks. When the review is completed by the Registration Committee, the applicant will be notified if registration has been granted or denied.

Fee structure is outlined on the Registration Application.

APPENDIX D

MT REGISTRATION COURSE REQUIREMENTS

122 Hours Required

UNIVERSITY STUDIES (48 hours)

Group 1: Communication (9)

Group 2: Humanistic (9)

Group 3: Natural Science (6)

BSC 181 Func. Anatomy Man

Group 4: Quant. & Logical (3)

Group 5: Soc. Sci. & Psych. (9)

PSY 111 Gen. Psych.
 PSY 232 Personality
 SAS 106 Intro. Sociology
 or
 180 Intro. Cult. Anthro.

Group 6: Aesthetic (3)

Group 7: Contemporary (6)

Group 8: Northwestern Cult. (3)

ADDITIONAL STUDY (3 hours)

PSY 346 Psych. Exc. Child

MUSIC (50 hours)

- MUS 101 Theory & History (6)
- MUS 102 Theory & History (6)
- MUS 203 Theory & History (6)
- MUS 204 Theory & History (6)
- MUS 167 Basic Conducting (2)
- Applied Music Study (8)
- Performance Ensemble (7)
- Nine hours from:
 - MUS 111 Group Brass (2)
 - MUS 113 Group Strings (2)
 - MUS 115 Group Woodwinds (2)
 - MUS 117 Percussion (1)
 - MUS 122 Group Piano (2)
 - MUS 126 Group Voice (2)

MUSIC THERAPY (21 hours)

- MUS 194 Principles M.T. (3)
- MUS 294 Mus. in Recreation (3)
- MUS 298.01 M.T. Internship (3)
- MUS 340 Infl. Mus. on Beh. (3)
- MUS 341 Music in Therapy (3)
- MUS 360 Psychomusicology (3)
- MUS 362 Field Data Collection (1)
- MUS 398 PP:Music Therapy (2)

APPENDIX E

PLAN OF STUDY

(For a student who is already a registered music therapist)

Semester 1

| | |
|----------------------|----|
| MUS 457 Intro. Bib. | 3 |
| MUS 391-395 Styles | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 462 Sem. in M.T. | 3 |
| MUS 498.02 PP:M.T.I. | 1 |
| <hr/> | |
| | 11 |

Semester 2

| | |
|----------------------|----|
| MUS 458 Hist. Res. | 3 |
| or | |
| MUS 459 Syst. Res. | |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| MUS 465 Client Rts. | 3 |
| MUS 396 Styles | 3 |
| Additional Study | 3 |
| <hr/> | |
| | 14 |

Semester 3

| | |
|----------------------|----|
| MUS 460 Res. in M.T. | 3 |
| Additional Study | 3 |
| Additional Study | 3 |
| MUS 498.02 PP:M.T.I. | 1 |
| <hr/> | |
| | 10 |

APPENDIX F

CURRICULUM CONSIDERATIONS

NAMT Standards

The Master's Degree in Music Therapy is the terminal degree in this field. The NAMT Education Committee serves in an advisory capacity to the Executive Board in recommending approval of new graduate music therapy programs. NAMT approval of a Music Therapy program offering both graduate and undergraduate degrees is contingent upon both programs meeting minimal standards.

Certification/Graduate Implications

Since the great majority of students entering the Music Therapy graduate program will also require certification coursework, it is important that the curriculum be designed to allow for synthesis between Master's degrees and certification requirements and for flexibility in designing each individual's program of studies. Music Therapy core courses for certification "equivalency" would not be counted for graduate credit. There would be clear differentiation of existing Music Therapy undergraduate courses, which would not appear on the Master's degree program of studies. (The registered music therapist returning for Master's sequence study could complete the program in three semesters. A student wishing to complete both registration and music therapy Master's sequence would have 16-19 additional hours.)

Certification students may interrupt their campus studies to complete an internship prior to finalizing the graduate program and may be leaving and re-entering the program at various times. This will necessitate at least one summer Music Therapy faculty appointment to allow for theses, final clinical projects and individual study programs to be completed at any time in the academic year. Sufficient opportunity for directed individual study should also be included in the program to enable students to complete those required courses missed while absent due to internship.

PLAN OF STUDY

(For a possible student with a B.S. in music ed.)

Semester 1

| | |
|---------------------|----|
| MUS 194 Prin. M.T. | 3 |
| MUS 294 Mus. Rec. | 3 |
| MUS 391-395 Styles | 3 |
| MUS 457 Intro. Bib. | 3 |
| | 12 |

Semester 2

| | |
|----------------------|----|
| MUS 340 Infl. Mus. | 3 |
| MUS 360 Psychomus | 3 |
| MUS 396 Styles | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| Additional Study | 3 |
| | 14 |

Summer

| | |
|-----------------------|---|
| MUS 341 Mus. in Th. | 3 |
| PSY 346 Psy. Exc. Ch. | 3 |
| HFR 181 Anatomy | 3 |
| | 9 |

Semester 3

| | |
|----------------------|----|
| Additional Study | 3 |
| MUS 458 Hist. Res | 3 |
| or | |
| MUS 459 Syst. Res | |
| MUS 362 Data Coll. | 1 |
| MUS 462 Sem. M.T. | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| | 12 |

Semester 4

| | |
|----------------------|----|
| MUS 460 Res. in M.T. | 3 |
| MUS 465 Client Rts. | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| Additional Study | 3 |
| | 11 |

Resources

NAMT requires that appropriate resources for graduate level research and coursework in related disciplines must be available. Review of ISU graduate programs in music and related disciplines reveals excellent resources in a variety of academic areas. The university library, space, and support disciplines of Music, Psychology, Sociology, Social Work, Special Education, etc., appear more than adequate to meet the needs of an additional graduate program in music therapy.

The primary additional resources needed for the establishment of a graduate program in music therapy appear to be in the area of faculty and graduate assistants. NAMT requires that:

A university program offering both the graduate and undergraduate degrees in music therapy must have at least two full-time NAMT-approved music therapy faculty positions, one requiring a doctoral degree (or five years college teaching experience) and demonstration of research, administrative, and clinical expertise.

Summary

It is recommended that Illinois State University establish a graduate degree in music therapy. The rationale for this recommendation is based on the following:

- 1) The majority of resources for such a program already exists on the ISU campus. The additional resources required would include some faculty and graduate assistant support.
- 2) The program is in an excellent geographic location to attract students. The current NAMT moratorium on the development of new undergraduate programs will include Illinois and most of its populous, bordering states. Since graduate programs can only be established in colleges with an approved undergraduate program, the competition for Music Therapy students in this geographic area should not be subject to extensive future development.
- 3) The Department of Music curriculum already contains all of the coursework necessary for a graduate degree in music therapy, with the exception of Music Therapy graduate courses, four of which are recommended.
- 4) The ISU undergraduate Music Therapy program is widely recognized as a strong and viable program capable of contributing to a strong graduate program.

APPENDIX G

COLLEGES AND UNIVERSITIES

... listed below offer degree programs approved by the National Association for Music Therapy, Inc. as of January 1985. Each of them awards the baccalaureate degree. Master's degrees and doctoral study are also available at a few. Master's degree programs have more variation than the undergraduate programs, thus those persons interested in graduate study should obtain curriculum and admissions information directly from the academic institutions. National Association of Schools of Music serves as the accrediting agency for institutions offering music therapy degrees recognized by the National Association for Music Therapy, Inc.

Director of Music Therapy follows each school address.

- Alabama**
University of Alabama, University, AL 35486
Carol A. Prickett, RMT, Dept. of Music
- Arizona**
Arizona State University, Tempe, AZ 85281
Barbara J. Crowe, RMT, School of Music
- Arkansas**
Henderson State University, Arkadelphia, AR 71923
Frederick Patrick, RMT, School of Fine Arts
- California**
California State University, Long Beach, CA 90840
Kay Poskam, Ph.D., RMT, Dept. of Music
*University of the Pacific, Stockton, CA 95211
Suzanne B. Hanser, Ed.D., RMT, Dept. of Music Therapy
- Colorado**
Colorado State University, Fort Collins, CO 80523
Kate Gleiler, Ph.D., RMT, Dept. of Music
- District of Columbia**
*Catholic University of America, Washington, DC 20064
Jo Delle Waller, RMT, School of Music
Howard University, Washington, DC 20058
Ara Rachel, RMT, Dept. of Music
- Florida**
†Florida State University, Tallahassee, FL 32306
Jayne M. Standley, Ph.D., RMT, School of Music
*University of Miami, Coral Gables, FL 33124
Frederick C. Tims, Ph.D., RMT, Dept. of Music Education
- Georgia**
Georgia College, Milledgeville, GA 31061
Michelle A. Gagnier, Ph.D., RMT, Dept. of Music
†University of Georgia, Athens, GA 30602
Richard M. Graham, Ph.D., RMT, Dept. of Music
- Illinois**
DePaul University, 804 W. Belden Ave., Chicago, IL 60614
Christina Lucia, RMT, School of Music
Illinois State University, Normal, IL 61761
Maria DiGiammarino, RMT, Music Dept.
Western Illinois University, Macomb, IL 61455
Bruce A. Prueter, RMT, Dept. of Music, Browne Hall
- Indiana**
Indiana University-Fort Wayne, Fort Wayne, IN 46815
Lalene Dysnere Kay, RMT, Div. of Music
University of Evansville, Evansville, IN 47702
Alan L. Solomon, RMT, Music Dept.
- Iowa**
University of Iowa, The, Iowa City, IA 52242
Barbara Reuer, RMT, Div. of Music Education
Warburg College, Waverly, IA 50677
Carol Culton Heine, RMT, Dept. of Music
- Kansas**
†University of Kansas, Lawrence, KS 66045
Alicia C. Gibbons, Ph.D., RMT, Dept. of AMEMT
- Louisiana**
*Loyola University, New Orleans, LA 70118
Charles Braswell, RMT, Dept. of Music Therapy
- Massachusetts**
Anna Maria College, Paxton, MA 01612
Susan J. Pasquale, RMT, CMT, Dept. of Music
- Michigan**
Eastern Michigan University, Ypsilanti, MI 48197
Michael G. McGuire, M.M., RMT, Dept. of Music
†Michigan State University, East Lansing, MI 48824
Robert F. Unkeler, RMT, Dept. of Music
- Wayne State University, Detroit, MI 48202
Carol Collins, RMT, Dept. of Music
*Western Michigan University, Kalamazoo, MI 49008
Brian Wilson, RMT, School of Music
- Minnesota**
Augsburg College, Minneapolis, MN 55454
Roberta Kegin Metzler, RMT, Dept. of Music
College of Saint Teresa, Winona, MN 55987
Judith Williams, RMT, Dept. of Music
†University of Minnesota, Minneapolis, MN 55455
Charles Furman, Ph.D., RMT, School of Music, Scott Hall
- Mississippi**
William Carey College, Hattiesburg, MS 39401
Carylee Hammons, RMT, School of Music
- Missouri**
Maryville College, 13550 Conway Rd., St. Louis, MO 63141
Joseph J. Moreno, RMT, Dept. of Music Therapy
*University of Missouri-Kansas City, Kansas City, MO 64111
Wanda Latham, Ph.D., RMT, Conservatory of Music
- Montana**
Eastern Montana College, Billings, MT 59101
Mark S. Alder, RMT, Dept. of Music
- New Jersey**
Montclair State College, Upper Montclair, NJ 07043
Karen D. Goodman, RMT, Dept. of Music
- New Mexico**
Eastern New Mexico University, Portales, NM 88130
Juanita McElwain, Ph.D., RMT, School of Music
- New York**
Nazareth College of Rochester, 4245 East Ave.
Rochester, NY 14610
Ryan C. Hunter, RMT, Music Dept.
State University College—Fredonia, NY 14063
Constance Willeford, RMT, Dept. of Music
State University College—New Paltz, New Paltz, NY 12561
Robert Krout, RMT, Music Dept.
- North Carolina**
East Carolina University, Greenville, NC 27834
Ruth Boxberger, Ph.D., RMT, School of Music
Queens College, Charlotte, NC 28274
Frances McClain, RMT
- Ohio**
Cleveland Consortium Schools
Baldwin-Wallace College, Berea, OH 44017
Case Western Reserve University, Cleveland, OH 44108
Cleveland State University, Euclid at East 24th St.,
Cleveland, OH 44114
College of Wooster, The, Wooster, OH 44691
Oberlin College, Oberlin, OH 44074
Consortium Director: Linda Wright, RMT, Director of
Music Therapy, Meiner Pfeiffer Hall, Conservatory
of Music, Baldwin-Wallace College, Berea, OH 44017
College of Mt. St. Joseph on the Ohio,
Mt. St. Joseph, OH 45051
Belinda S. Murray, RMT, Music Dept.
Ohio University, Athens, OH 45701
Evel Adelman, RMT, School of Music
University of Dayton, Dayton, OH 45469
Marilyn Sandness, RMT, Music Div. of
Performing & Visual Arts Dept.
- Oklahoma**
Phillips University, Enid, OK 73701
Betsy Strick, RMT, School of Music
Southwestern Oklahoma State University,
Weatherford, OK 73098
Michael Cassidy, RMT, Dept. of Music
- Oregon**
Willamette University, Salem, OR 97301
Myra Strum, Ph.D., RMT, Dept. of Music
- Pennsylvania**
Combs College of Music, Philadelphia, PA 19119
Herbert Levin, D. Mus., RMT, Director, Music Dept.
College Misericordia, Duffin, PA 18612
Sr. Lurilla Cormier, RMT
*Duquesne University, Pittsburgh, PA 15282
Sr. Donna Marie Berk, RMT
Elizabethtown College, Elizabethtown, PA 17022
Grace Malcom, RMT, Dept. of Music
†Lafayette University, 230 N. Broad Street,
Philadelphia, PA 19102
Cynthia A. Briggs, RMT, Dept. of Music
Mansfield University, Mansfield, PA 16933
Elizabeth Eidson, RMT, Dept. of Music
Marywood College, Scranton, PA 18509
Sr. Mariam Pfeiler, RMT, Dept. of Music
Slippery Rock State College, Slippery Rock, PA 16057
Sue A. Shuffelworth, RMT, Dept. of Music
- South Carolina**
Baptist College at Charleston, Charleston, SC 29411
Myra Jordan, RMT, Music Dept.
- Tennessee**
Tennessee Technological University, Box 5045,
Cookeville, TN 38501
Susan Clays, RMT, Dept. of Music
- Texas**
San Houston State University, Huntsville, TX 77341
Mary Ann Hutterick, Ph.D., RMT, Dept. of Music
*Southern Methodist University, Dallas, TX 75275
Charles Eagle, Ph.D., RMT, Div. of Music
†Texas Woman's University, Denton, TX 76204
Donald E. Michel, Ph.D., RMT, Dept. of Music and Drama
West Texas State University, Canyon, TX 79016
Martha Estes, RMT, Dept. of Music
- Utah**
Utah State University, Logan, UT 84322
David Wolfe, Ph.D., RMT, Dept. of Music
- Virginia**
*Radford University, Radford, VA 24142
Joseph Schirall, Ph.D., RMT, Dept. of Music
Shenandoah College and Conservatory of Music,
Winchester, VA 22601
Marion Sung, RMT, Music Therapy Dept.
- Wisconsin**
Alverno College, Milwaukee, WI 53215
Sr. Josepha Schorsch, RMT, Dept. of Music
University of Wisconsin—Eau Claire,
Eau Claire, WI 54701
Dale Taylor, RMT, Dept. of Music
*University of Wisconsin—Milwaukee,
Milwaukee, WI 53201
Leo Muskatelov, RMT, Dept. of Music
University of Wisconsin—Oshkosh, Oshkosh, WI 54901
Nancy Lloyd, RMT, Dept. of Music

* Also award Master's Degree
† Also award Master's Degree and Doctoral study
‡ Award graduate degrees only

National Association For Music Therapy, Inc.

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ACADEMIC SENATE MINUTES

November 19, 1986

Volume XVIII, No. 6

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Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussion with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not approved by the Academic Senate.)

November 19, 1986

Volume XVIII, No. 6

Call to Order

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:02 p.m. in the Ballroom of the Bone Student Center.

Seating of New Senator

The new graduate student senator, Keith Powell, was seated. He is working on a Master's in History, and had served as an undergraduate senator last year.

Roll Call

Secretary DeLong called the roll and declared a quorum present.

Approval of the Minutes of November 5, 1986

XVIII-28 Mr. Lorber moved approval of the minutes of November 5, 1986 (Second, Wagner). Motion carried on a voice vote.

Chairperson's Remarks

Mr. Schmaltz announced that the Academic Senate Secretary, Mary Edwards, was ill with the flu.

Vice Chairperson's Remarks

Mr. Semlow welcomed Keith Powell back to the Senate. He assured him there would be a name tag at the next meeting.

Student Body President's Remarks

Mr. Ritter had no remarks.

Administrators' Remarks

Mr. Watkins announced that he was sorry for any inconvenience caused by the change in dates of the Holiday Openhouse that he and his wife were hosting. The Openhouse would be held on December 7th, from 3 p.m. to 6 p.m. He reminded Senators who could not make it to call the receptionist in the President's Office.

Mr. Strand had no remarks.

Mr. Gamsky had no remarks.

Mr. Harden had no remarks.

ACTION ITEMS

1. Proposal for Disestablishment of Bilingual/Bicultural Education Program in Department of Curriculum and Instruction (9.22.86.2)

XVIII-29 Ms. Mills, Chair of the Academic Affairs Committee, moved approval of the proposal for Disestablishment of Bilingual/Bicultural Education Program in the Department of Curriculum and Instruction. (Second, Whitcomb).

Ms. Mills stated that the Department of Curriculum and Instruction had requested this disestablishment of the Bilingual/Bicultural Program as they believed that their resources should be used elsewhere. The program had not been utilized in three years.

Motion carried on a voice vote.

2. Proposal for Music Therapy Sequence of the M.S. Degree in Music (9.23.86.2)

XVIII-30 Ms. Mills for the Academic Affairs Committee moved approval of the proposal for Music Therapy Sequence of the M.S. Degree in Music (Second, Whitcomb).

Ms. Mills said this program would add to the core of requirements in the degree, the sequence of 12 hours of music therapy courses and other supportive courses. These courses were approved through the regular curricular process.

Motion carried on a voice vote.

3. Approval of Student Appointments to Committees

XVIII-31 Mr. Semlow moved approval of student appointments: Mary Hamilton to the Library Committee; Senator Tim Hall to the Honorary Degree Selection Committee; and Senator Dale Johnston to the Who's Who Screening Committee (Second, Osuna). Motion carried on a voice vote.

4. Approval of Faculty Appointments to Committees

XVIII-32 Mr. Thiel moved the approval of the appointment of Douglas DeLong to the Honorary Degree Selection Committee. (Second, Mottram). Motion carried on a voice vote.

XVIII-33 Mr. Thiel moved the approval of the appointment of George Petrossian to the Who's Who Screening Committee. (Second, Mottram). Motion carried on a voice vote.

5. Approval of Rules Committee Appointments to Academic Standards Committee and University Curriculum Committee.

XVIII-34 Ms. Roof, for the Rules Committee, nominated Dolores Kilgo to fill a vacancy on the University Curriculum Committee that must be occupied by a faculty member from the College of Fine Arts. They also nominated Dr. William Archer from Art to fill a vacancy on the Academic Standards Committee. (Second, Newby). Motion carried on a voice vote.

INFORMATION ITEMS

1. Bachelor of Music Education Program Proposal (Request by Music Department for an Exception to the 124 hour limitation on Bachelor Degree)

Ms. Mills for the Academic Affairs Committee stated that senators had received information on the proposal. She supplied some background information. Several years ago, 1982, the University received a mandate from the Board of Regents to examine the Baccalaureate Degree in regard to the requirements of number of hours for graduation. There was concern over the uneven numbers of hours required in various departments and the issue of a four-year graduation proviso for students was also looked into. In response to that mandate a subcommittee of the University Curriculum Committee composed of one representative from each college in the university was formed. Ms. Mills had served on that committee. In attempting to respond to the mandate, there was some concern about reducing the number of hours required for graduation. The committee attempted to respond to that mandate, while at the same time recognizing the diversity of programs at Illinois State University in defining and trying to identify the parameters of the Baccalaureate Degree. The committee had supplied a few pages from the recommendation of that subcommittee along with the Music proposal. In the process of developing this proposal, the preliminary recommendations of the subcommittee were circulated to all departments of the University, responses were received, and Richard Dammers, Chair of the committee, took special care to respond to all the questions and comments. To summarize the report, major points and recommendations were: that the Baccalaureate Degree require no more than 124 hours for graduation; there were specific guidelines for the number of hours that would be required for each major; the number of hours required within a major department, etc. Along with those recommendations, the committee recognized that there were some programs already in place and approved at the University that did not comply with that guideline. There was also a section of the report that tried to take care of that problem by suggesting that "programs not conforming to these guidelines will be scrutinized during the regularly scheduled Academic Program Review process." In the regular program review process, the Music Department looked at the Bachelor of Music Education Degree, which did exceed the guidelines, and prepared as a result of the information that they collected, a rationale for the exception. This has been distributed through the regular curricular channels of the University; through the department, the college, to the University Curriculum Committee, and then to the Academic Affairs Committee. The department brought in consultants from several different universities, spent quite a bit of time comparing the program here with the requirements in other universities, and examined several different alternatives. They believe the requirements as they now stand, which are 127-130 hours, depending upon the type of speciality of the student, is the minimum that the department can require, and still feel that they are providing adequate preparation to their graduates. They have based the rationale on several different issues which are repeated several times in the document. One is the diversity of musical skills or competency of music educators who are required to teach many grades and many levels of students in public schools. Opinions of consultants are that this number of hours is bare minimum. Further reductions would not adequately prepare students for their profession. The department explored alternatives to the 127-130 hour requirement, over one year, and none of these proved to be feasible. The consultants compared ISU requirements to those of other institutions, and none of those required less than 128 hours. Many required more. All of them required more music than the ISU program. The Academic Affairs Committee has studied this with the members of the Music Department and unanimously concur with their request. Representatives of the Music Department were present for questions.

Mr. Shulman asked about page 5 in the Music Proposal, "Statement on Bachelor of Music Education Degree", the substitutions of PSY 112 and MUS 261.

Margaret Kelly, Music Education instructor, said it was her understanding from Jeff Chinn at the Academic Affairs Committee meeting, that the college has chosen to expand the content of the Psy. 112 course, so that C&I 210 and Psy. 112 are not interchangeable. C&I 210 is geared to child growth and development; the Psychology course will now be a full life standard course. They will not be interchangeable.

Mr. Shulman asked about the substitutions involved with MUS 261, 262 and 264 for four hours of C&I 200.02 and 200.04 as part of the professional education requirements. Why was this done?

Ms. Kelly said when it was explored in the consultation with the department of C&I, there was a very strong feeling in C&I that indeed the materials covered in both those courses actually had areas that pertained to the C&I program.

Mr. Shulman asked if C&I had requested this. Ms. Kelly said no, it had been a mutual decision, between Music and C&I.

Mr. Sessions pursued the questions about PSY 112 and MUS 261. His perception of the proposal was that the petition of Music for substituting the Psy 112 course and the two to three music courses would come into play if the Senate should not accept the proposal for an abeyance to the 124 hour maximum.

Mr. Borg, Music, said those were possible areas of semester hour reductions that might be possible. When they were making an effort to reduce the program to 124 hours, these courses were not proven to be interchangeable.

Mr. Sessions asked about the fourth page entitled "Introduction" after the Table of Contents, the bottom of paragraph three, second sentence: "A first-year instrumental music teacher must have mastered the fingerings, the correct embouchures, and the basics of good tone production on all instruments." Was this intended to exclude stringed instruments. Mr. Borg said he was sure that stringed instruments were included.

Mr. Shulman asked if this request for more hours would be representative of other disciplines.

Ms. Mills stated that the Music Department had presented a very strong rationale for this request. No one had considered this a light decision. At the time the 124 hour requirement was passed, there were not that many programs that needed additional hours. There were certain standards set for accreditation in the music field that needed to be met and these additional hours were needed to meet those requirements.

Mr. David Strand stated that the Provost Office had worked closely with the Dean and Department Chairs to identify any programs that would need to exceed the 124 hour limit. Because they currently exceed the limit does not automatically mean they need to continue to do so. There have been adjustments made to other programs to bring them into line with the 124 hour limitation. Only when it does not seem educationally sound to do that will it come before the Senate.

Mr. Ramsey asked how the Music Department competed against other departments, since they required 127-130 hours and other departments only required 124.

Mr. Borg said most department always wanted to improve programs. As to other programs requiring fewer hours, the Music Department could compete with other programs on the strength of faculty.

Mr. Insel commented on the terms of number of hours. The proposal in Music Education proposes to do two things: the student must master a certain number of techniques and skills in Music as well as mastering a lot of techniques involved in education. He was amazed that a student could accomplish this in 124 hours, since it entailed two kinds of professional preparation. In his experience in Mathematics, those students getting degrees in Mathematics Education took inadequate numbers of courses at an undergraduate level because they had to take educational courses when they came back in the master's program. In the State of California, a person is required to obtain a regular master's degree before going into teacher training. He felt that there was inadequate preparation in terms of combining both of these types of preparations.

Committee Reports

Academic Affairs Committee - Ms. Mills stated that the Academic Affairs Committee would be finishing the Academic Plan and would be placing it on the Agenda for the December 10th meeting. The role of the Senate in this is advisory.

Administrative Affairs Committee - No report.

Budget Committee - No report.

Faculty Affairs Committee - No report.

Rules Committee - Ms. Roof called a short meeting following Senate.

Student Affairs Committee - No report.

Communications - None.

XVIII-35 Mr. Lorber moved to adjourn. (Second, Shulman). Motion carried on a voice vote. The meeting of the Academic Senate adjourned at 7:45 p.m.

FOR THE ACADEMIC SENATE

DOUGLAS A. DELONG, SECRETARY

SEP 22 1986

September 17, 1986

TO: Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Richard D. Koschel *Richard D. Koschel*

RE: Disestablishment -- Bilingual/Bi-Cultural Education program

The Department of Curriculum and Instruction has requested deletion of the sequence in Bilingual/Bi-Cultural Education from their Elementary Education program. This proposal was approved by the Graduate Council in their meeting on September 11, 1986. Attached are ten copies of the proposal for consideration by the Academic Affairs Committee. The Department has not offered this program since 1983, and I believe the proposal warrants approval by the Academic Senate.

gc
Attachments

xc - Dan Baxley

9.22.86.2

PROGRAM DELETION REQUEST

1. Institution: Illinois State University

2. Department: Curriculum and Instruction

3. Program Title: BILINGUAL/BI-CULTURAL EDUCATION

Program (endorsement sequence under the Elementary Education Program)

Program Description from the 1982/83 Catalog, pg. 142

Bilingual/Bi-cultural Education: An Elementary Education major who completes the requirements for a B.S., B.A., or B.S. in Education degree and who completes the required courses listed below may be certified as an elementary school teacher with bilingual/bi-cultural endorsement. In addition to the CORE sequence in Elementary Education, other required courses include:

- Three courses selected from C&I 334, 389 (Methods of Teaching Reading to Bilinguals), 389 (Multilingualism in the School Setting), 389 (Bilingual Program: Design and Implementation)
- ENG 243 and two courses selected from ENG 290, 341, and 344.
- FOR (Spanish) 189 (Chicano Studies) and three courses selected from FOR (Spanish) 218, 304, 385, and 389. (Spoken Regional Spanish)
- One HIS course selected from HIS 254, 261, 262, and 371.
- SAS 180

Additional courses in Spanish may be needed in order to obtain the required degree of bilingualism. Students also are required to take 6 hours in C&I 218 (Internship in Bilingual Education). The Elementary Education major who desires an endorsement should consult the Coordinator of the Bilingual/Bi-cultural Education Program in the Department of Curriculum and Instruction for assistance in planning a program to meet the above requirements.

4. CIPS Classification: 13.0201

5. Implementation Date: Immediately upon approval.
6. Rationale: This program has been defunct since May, 1983.
- a. The last catalog to contain a program description was 1982/83;
 - b. The last catalog to contain C&I support courses for this program was 1984/85;
 - c. The last student to complete this program graduated in May, 1983;
 - d. The last time this program option appeared on the Application for Admission to ISU form was Fall, 1983;
 - e. None of the most recent accreditation reviews (ISBE, NCATE, BOR) contains any mention of revitalizing this program.
 - f. Neither recent department nor college mission statements address this program;
 - g. There are no present department faculty qualified to deliver this program;
 - h. The department has no intent to recruit faculty for this program;
 - i. The department does not recruit students for this program.
7. Arrangements for Program Faculty and Students: no impact.
8. Impact on Other Campus Programs: no impact.
9. Budgetary Effect: no impact.

Illinois State University

The Graduate School

SEP 23 1986

September 23, 1986

TO: Dixie Mills, Chairperson
Academic Affairs Committee

FROM: Richard Koshel *Richard D. Koshel*

RE: Music Therapy Sequence of the M.S. Degree

Enclosed are ten copies of the revised proposal for the Music Therapy Sequence of the Master of Science degree.

I believe that the major issues have been adequately addressed in this revised proposal. These changes consist of placement in the Master of Science degree, elimination of the recital as a program option and an increase of three hours in the required courses outside the Music Department. A discussion of the supportive courses that might be selected by entering students with a different background appears to be minimally presented, but should not delay the proposal at this point. I recommend that it be distributed to the Academic Affairs Committee and that it be approved.

RDK:jw

Normal-Bloomington, Illinois
Phone: 309/438-2583

Rm. 310, Hovey Hall
Normal, Illinois 61761

9.23.86.2

Request for Approval of a Subdivision
Of a Degree Major or Change of Name

1. Illinois State University
2. Responsible Department: Music
3. Proposed Title: Music Therapy Sequence of the Master of Science Degree
4. Previous Title: Not applicable
5. HEGIS CODE: 13.1312
6. Date of Implementation: 1987-1988
7. Description of Proposed Program:

A. The Field of Music Therapy

The following description of music therapy is quoted directly from: National Association for Music Therapy, Inc. (NAMT) (1985), Music Therapy as a Career, Washington, DC: NAMT.

1. "Music Therapy is the use of music in the accomplishment of therapeutic aims: the restoration, maintenance, and improvement of mental and physical health. It is the systematic application of music, as directed by the music therapist in a therapeutic environment, to bring about desirable changes in behavior. Such changes enable the individual undergoing therapy to experience a greater understanding of himself and the world about him, thereby achieving a more appropriate adjustment to society. As a member of the therapeutic team the professional music therapist participates in the analysis of individual problems and in the projection of general treatment aims before planning and carrying out specific musical activities. Periodic evaluations are made to determine the effectiveness of the procedures employed."
2. "A career in music therapy offers challenge, opportunity, and many distinctive rewards to those interested in working with children and adults who require special services because of behavioral, learning, or physical disorders. Many music therapy practitioners work with socially and emotionally maladjusted

adolescents and adults, with the mentally retarded, or with geriatric patients in hospitals, clinics, day care facilities, community mental health centers, and special service agencies.

"Handicapped children comprise a large contingent of those now receiving music therapy. They may be mentally retarded, emotionally disturbed, or cerebral palsied; crippled, blind, or deaf; deprived and/or disadvantaged; or they may have multiple disabilities. Children with learning problems also profit greatly from music therapy. The therapist's professional skills are utilized in a wide variety of treatment and educational settings.

"Some school systems employ music therapists in special education programs. This field will grow and will offer excellent opportunities for music therapists who are also certified as music educators. Some Registered Music Therapists work in their own studios with children and adults referred by psychiatrists and other health professionals."

3. "The education of a music therapist is unique among college degree courses because it not only allows a thorough study of music throughout the four years, but provides education which generates a broad knowledge of one's self as well as others. It prepares for intelligent living and understanding because it does not stop with the introspective perfection of musical performance, but develops an in-depth interest in biological sciences, sociology, anthropology, psychology, and, of course, general culture. For those wishing advanced education, a master's degree in music therapy is offered by certain universities." A person may be registered as a music therapist upon completion of a music degree which includes coursework (including a 6 month internship) approved by NAMT.
4. "Opportunities for service are available to the qualified music therapist, not only in the traditional clinical settings, but in new and different and very challenging areas, including research and preventive therapy.

"Availability of positions varies from time to time and from one geographic area to another. No distinct employment trends are apparent for the immediate future, but the concern for utilizing alternative forms of treatment in

national health planning should be encouraging for music therapy.

"Salaries for graduates in music therapy vary in different parts of the country and range upward with experience, advanced degrees, and employment in executive and administrative positions. Many openings in state and federal institutions are under civil service with all its benefits. (See Appendix A, p. 19, for Civil Service Job Classification; see Appendix B, p. 21, for a specific job description.) Fringe benefits are also available from private institutions, clinics, and community organizations."

B. Current ISU Graduate Programs in Music

1. General Requirements (quoted from the Graduate Catalog)

"The department offers programs of study leading to the following degrees: M. A., M. M. Ed., M. M., and M. S. All candidates for an advanced degree in music must take placement examinations in the areas of music theory, history and literature. Departmental requirements will be determined in part by the placement tests and students should check with their graduate area advisor to develop their individual programs of study.

"All graduate students in music take 12 semester hours as a core requirement. In addition, all graduate students select a sequence consisting of a minimum of twelve semester hours. The following sequences are available: Musicology, Theory and Composition, Performance, and Music Education.

"All graduate students enrolled for six or more hours of course work or applied music must perform in an appropriate University performing organization.

"Any student wishing to take graduate applied music must audition in his/her specific performance area."

2. Current Status of Music Therapy Courses Within the Graduate Program

Students who possess undergraduate degrees in music education or music performance can presently complete coursework for music therapy registration while simultaneously pursuing a Masters degree in music education or performance. The music therapy courses, however, are in addition to (rather than a part of) the Masters program.

Music therapists are hired primarily by state and private psychiatric hospitals, mental retardation centers and nursing homes. Presently, students with undergraduate music degrees in education or performance, who wish to earn a Masters degree in the state of Illinois while simultaneously pursuing a career change to music therapy, are required to take courses which are not specifically related to their field. There is no sequence available to further the student's knowledge of single subject treatment and research design, therapeutic intervention techniques of the creative arts therapies, or clients' rights legislation, which are crucial issues in nonschool facilities with adult as well as school-aged individuals.

Presently, ISU is unable to attract the student who completed music therapy registration requirements in conjunction with an undergraduate music degree. Though Illinois State University, Western Illinois University and DePaul University have been providing undergraduate work in music therapy over the past 10 years, none of these schools offers advanced music therapy courses. Students who have already completed an undergraduate music therapy program, and

who wish to update their education in music therapy, go out-of-state to do so.

C. Proposed Graduate Sequence in Music Therapy

The purpose of the proposed Music Therapy sequence of the Master of Science degree is to produce highly qualified and knowledgeable music therapists who will become growing and productive assets to their clinical programs and profession. It is the aim of the graduate courses to expand the knowledge and skills not only of persons who are already registered music therapists, but also of students completing registration course requirements. Academic and clinical experiences of this sequence are intended to prepare the student to communicate with colleagues through professional presentations and to expand the knowledge of the music therapy field through published research. In addition to meeting the need of serious professionals for further knowledge and communication of their own field, attainment of the Masters degree would allow the individual to pursue supervisory or coordinator positions in activity departments of state or federally-run institutions, or to pursue college teaching.

The proposed Master's degree sequence in music therapy would require a minimum of 35 hours of graduate credit. The proposed curriculum for this degree sequence meets the standards of the Department of Music, the University, and the National Association for Music Therapy (NAMT). (See Appendix C, p. 23, for NAMT registration procedures.)

The curriculum also permits simultaneous completion of the master's degree and of music therapy registration course requirements through the design of individual programs of study based on the student's prior work and present needs. The registration course requirements are listed in Appendix D, p. 24. Appendix E, p. 25, shows a possible individualized plan of study for a student who is already a registered music therapist and for a student with a Bachelor's degree in instrumental music education.

The relationship between registration and a Master's degree program is clearly delineated in Appendix F, p. 27, which was prepared by Dr. Jayne Alley, Director of Music Therapy at Florida State University, as part of a feasibility study requested by Dean Charles Bolen. Rationale and merits of a music therapy graduate program for ISU are also discussed in this section.

Dr. Alley's report was written in reference to a proposed degree program. However, the ISU Music Department prefers to offer a sequence to an already existing degree. To the extent possible, the present proposal has been based on recommendations of the feasibility study. An exception, however, is that students may or may not complete internship for registration requirements before candidacy to the Master's program. Instead, the decision of when to do internship will be made individually, based on professional considerations and personal need.

There are 15 music therapy graduate programs in universities of the United States. Regionally there are two programs in Michigan, two in Wisconsin and one in Minnesota. Although Illinois has three music therapy undergraduate programs, no music therapy graduate program exists in the state (see Appendix G, p. 29). However, ISU's College of Fine Arts has supported arts experiences for nontraditional populations from the 1970s to the present. As a result of past and current program planning in the College, the inclusion of graduate studies for music therapy professionals in the ISU curriculum offerings is warranted.

E. Music Therapy Graduate Student Characteristics

Data specific to music therapy graduate student characteristics on a national basis are unavailable. However, trends about potential ISU music therapy graduate students can be inferred from information provided by Dr. Jayne Alley, Director of Music Therapy at the Florida State University (FSU). The FSU music therapy graduate program, in existence since 1965, is widely recognized for excellence in meeting the curricular needs of qualified students, and, as a result, continues to attract students on a national basis.

Alley ("Feasibility Study for the Possible Establishment of a Graduate Music Therapy Program in the Department of Music at Illinois State University") provides an analysis of the 1980-1981 FSU graduate music therapy enrollment as follows: 40% of students held Bachelor's degrees in music education, 27% in music performance, and 27% in other areas of music (history, theory, composition, etc.). FSU generally has one student each year whose prior work was outside music (special education, psychology, nursing), but who demonstrated a substantive commitment to the development of music skills. The FSU program also averages at least one Registered Music Therapist per year who seeks a degree in the same area. Alley states that the proportions have remained

relatively stable over time and reflect a representative profile of incoming students.

In the past four years (1981-1985) ISU's graduate music program has attracted at least 11 students who worked on music therapy registration requirements while simultaneously meeting Master's degree requirements for music education or performance. Of these the majority had Bachelor's degrees in music education and the balance held degrees in music performance. It is estimated that most of these same students would have chosen to enroll in the Music Therapy sequence of the Master of Science degree if it had been available.

F. Program Objectives

The FSU study not only determined the feasibility of the ISU graduate music therapy program but also served as a valuable resource in planning an adequate course of study (including course content) for qualified graduate students. The objectives for this sequence relate closely to national standards of practice advocated for music therapists.

In particular, the objectives of the sequence requirements in music therapy are to provide:

1. Knowledge of the application of research techniques to behavioral change strategies essential to effective therapeutic intervention.

Required: MUS 460, Research in Music Therapy;
MUS 498.02, PP: Music Therapy
Internship

2. Knowledge of theoretical constructs underlying the principles of the arts therapies.

Required: MUS 462, Seminar in Music Therapy.

3. Knowledge of the trends in legal systems safeguarding the rights of clients receiving rehabilitative and educational services.

Required: MUS 465, Client Rights in Music
Therapy.

G. The Proposed Curriculum

Master of Science Degree:

MUSIC THERAPY SEQUENCE

35 hours required

- | | | |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1. Core requirements: | | 12 hours |
| MUS 457 | Introduction to Bibliographic Methods of Music Research | 3 |
| 458 | Application of Historical Research Methods to Music | 3 |
| | or | |
| 459 | Application of Systematic Research Methods to Music | 3 |
| 396 | Musical Styles of the Twentieth Century | 3 |
| 391-395 | Choice of one course in music styles | 3 |
| 2. Additional Music Study requirements: | | 2 hours |
| MUS 481-488 | Performing Organizations | |
| 3. Sequence requirements: | | 12 hours |
| MUS 460 | Research in Music Therapy | 3 |
| 462 | Seminar in Music Therapy | 3 |
| 465 | Client Rights in Music Therapy | 3 |
| 498.02 PP: | Music Therapy Internship | 3 |
| 4. Additional requirements: | | 9 hours |
| | Supportive field subjects are to be selected from 300 and 400 level courses but not limited to the fields of Psychology, Education, Speech Pathology and Audiology, Sociology, and Social Work. Music therapy courses at the 300 level may not be included as part of the Masters sequence. | |

H. Course Sequence

Core courses are those presently required for all Masters candidates in the music department. Descriptions of these courses already appear in the catalog and are currently being offered.

Four new courses are proposed to meet sequence requirements. These have been designed to expand students' research skills, and to allow for intensive exploration of philosophical and clinical issues pertinent to the profession of music therapy.

Core Courses Currently Offered

The following are catalog descriptions of the core courses required for all master's degrees in the department:

- MUS 457 Introduction to Bibliographic Methods of Music Research
(3 hours)
Introduction to bibliographic methods of music research. Critical examination of dictionaries, encyclopedias, catalogues, and other aids to research.
- MUS 458 Application of Historical Research Methods to Music
(3 hours)
Bibliographic research methods in music applied to individualized historical and analytical research topics. Prerequisite: MUS 457 or consent of instructor.
- MUS 459 Application of Systematic Research Methods to Music
(3 hours)
Systematic research methods in music applied to individualized descriptive and experimental music research topics and critical evaluation of music research. Prerequisite: MUS 457 or consent of instructor.
- MUS 396 Musical Styles of the Twentieth Century (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.

Select one of the following:

- MUS 391 Musical Styles of the Renaissance Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 392 Musical Styles of the Baroque Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 394 Musical Styles of the Classical Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.
- MUS 395 Musical Styles of the Romantic Period (3 hours)
An analytical inquiry into the compositional techniques evidenced in selected, representative works by major composers of the period. Prerequisite: MUS 204.

- MUS 481- Performing Organizations (1 hour)
488 Participation at the graduate level in the major organizations: Symphonic, Concert, or Varsity Band, 481; Symphony Orchestra, 482; Chamber Wind Ensemble, 483; Concert Choir, 484; Glee Club, 485; Treble Choir, 486; Civic Chorale, 488.

Required Courses for the Music Therapy Sequence

Four new courses have been developed for the sequence.* The following is a brief description of these courses:

- MUS 460 Research in Music Therapy (3 hours)
Study of single subject design tradition with emphasis on appropriate employment of repeated measurement techniques.
- MUS 462 Seminar in Music Therapy (3 hours)
Study of current practices in the music therapy field with emphasis on current literature and new directions.
- MUS 465 Client Rights in Music Therapy (3 hours)
Study of necessary legal systems to ensure the rights of clients receiving rehabilitative and educational services.

Graduate students in the sequence will be expected to complete requirements for supervised practical experiences in the field. This music therapy internship course is described as follows:

- MUS 498.02 Professional Practice: Music Therapy Internship (1 hour)
Practical experience in therapeutic music situations in various institutions for the purpose of new experience and/or supervision option. May be repeated. Maximum 4 hours.

I. Admissions and Retention in the Sequence

All students seeking an advanced degree in music must meet University and department requirements for admissions and retention. In addition, a student completing the music therapy sequence must write a thesis or pass a written comprehensive examination.

J. Advisement in Music Therapy

Advisement of all graduate student music majors is handled by the music department faculty member who is responsible for scheduling graduate students and for assuring that degree requirements are met in an appropriate sequence. In addition, music therapy students are expected to consult with the Coordinator of Music Therapy to assure that NAMT registration requirements are being met, and to obtain practicum assignments.

*These courses were approved Fall 1985, while the present document was still in committee process.

K. Field Experience in Music Therapy

During three semesters of this program, the graduate student in the music therapy sequence is expected to enroll in MUS 498.02, Professional Practice: Music Therapy Internship, a 12-15 clock hour practicum assignment per semester in which the student provides or supervises therapeutic music experience for special populations in community facilities (schools, hospitals, nursing homes, etc.). All field placements are coordinated by a member of the Music Therapy faculty. Individual student preferences, skills, and needs are taken into consideration in making specific site assignments. In accordance with NAMT guidelines, the student's practicum experiences must include at least three disability areas during the course of study.

Field agencies are selected on the basis of the quality of treatment they provide to clients, the quality of supervision they provide to students, and their accessibility. Populations presently available to students during practicum include geriatrics, psychiatric patients and children who are physically handicapped, mentally retarded and behavior disordered.

L. Accreditation

The National Association for Music Therapy, Inc. establishes criteria for the certification and procedures for registration of music therapists; individuals who complete an approved program in music therapy from an accredited college or university plus the six-month clinical internship are eligible to apply for the designation of Registered Music Therapist. All members of the profession are encouraged to conduct research which will increase the scientific basis for music therapy practice and to contribute to the increasing published body of knowledge concerning music therapy.

In 1982 ISU's music therapy registration program (pertaining to both undergraduates and music therapy registration students) was reviewed by National Association for Schools of Music (NASM) and in 1981 by NAMT. The program received continued accreditation/approval by both agencies. The first basis, then, for requesting a graduate music therapy sequence is that ISU has a strong undergraduate music therapy program which has met the rigors of outside review. In addition, the majority of resources for a graduate sequence already exists at ISU.

8. Rationale:

A. The Need for a Formal Unit of Instruction:

In addition to the fact that there are adequate resources in place to support the sequence, there are other variables to consider. They are:

1. the curricular need for the mature student either to explore areas of study not covered in the undergraduate curriculum and/or to expand upon study areas introduced to music therapy undergraduates. The proposed four courses required in the music therapy sequence will meet this need.

In particular, more effective and humane treatment practices will be the focus of MUS 465 and will complement the MUS 460 emphasis on strategies and techniques for implementing effective behavioral change through music therapy contingencies. Refinement of practitioner skills will improve the personal competency of individuals who have completed prior undergraduate level work.

2. the strength of the present ISU music therapy program which became a formal degree sequence in 1984-85. The present program was reviewed by NASM and NAMT as mentioned above.
3. the present faculty who meet requirements for offering graduate level work. Additional evidence for the quality of the program consists of strong teacher evaluations, ready placement of students into internship programs, and ability of students to obtain entry-level employment in the field.
4. the central location of ISU to attract students from all over Illinois. There are no other music therapy graduate programs in the state.
5. the potential for practitioners to qualify for higher level ratings within job classifications with significant increase in salary. For example, in Illinois, the position of activity therapist facility coordinator requires a Masters degree in music therapy or related therapy, etc. Available data show that in 1980 the salary range was \$17,592-26,040. This is a marked increase in salary over that of the highest paid activity therapist with a bachelor's degree (\$15,300-19,632.)

B. Student Demand

There is some data available on enrollment figures in music therapy programs. However, a limitation of the data is that graduate and undergraduate figures are not differentiated from each other. Data collected by NAMT in 1980-81 showed that the enrollment in music therapy programs in 16 Great Lakes and Midwest schools ranged from 18 (Alverno College, Wisconsin) to 138 students (University of Kansas), with an average of 50 students per program. An informal national survey of music therapy programs, conducted in 1982 by Mansfield State College (N.J.), shows the mean music therapy program enrollment for Fall 1982 as 49.08, for Fall 1981 as 48.74 and for Fall 1980 as 55.88. It would appear that ISU can fully expect to enroll an adequate number of students wishing to complete music therapy graduate studies.

In order to address all relevant issues related to a graduate music therapy sequence, the Dean of the College of Fine Arts solicited a feasibility study from a qualified consultant. The consultant, Dr. Jayne Alley, recommended that ISU institute the program based on an analysis of the national trends in the music therapy field and on the characteristics of the graduate music therapy population. The decision was based, in part, on the following: (1) the robust number of ISU undergraduates (N=70) as compared to the national norm (N=55); (2) the lack of any other master's degree in music therapy in the state; and (3) the potential of ISU to attract in excess of the average of 12.2 graduate students per year. The consultant implied that ISU could expect most of its graduate students in music therapy to come from within the state. An implication regarding the possibility of ISU drawing from interested Canadian students was also drawn.

The music therapy registration program was first possible for ISU students entering under the 1974 catalog. Since that time, approximately 75 students per year have been enrolled in the program. Since 1980, 11 of these students had already completed baccalaureate degrees in music, and entered the University as graduate degree candidates in music education or performance, or as students-at-large for the purpose of completing registration coursework.

A summary of letters requesting information about Masters level coursework in music therapy (N = 37) from 1981 through 2/86, indicates that there were at least 4 requests in 1981; 9 in 1982; 11 in

1983; 3 in 1984; 4 in 1985; and 3 so far in 1986. There have been 29 inquiries from within the United States: 17 from Illinois; 3 from New Jersey; 2 each from Minnesota and Tennessee; and one each from Iowa, Oklahoma, Michigan, South Carolina and Idaho. There have been 8 inquiries from foreign students: 3 from Canada; 2 from Japan; and one each from Germany, Mexico and Korea.

Inquirers held bachelor degrees in music performance (6), music education (5), liberal arts music programs (2), music therapy (2), philosophy (1), and special education (1). One student held a bachelor's degree in biology and in human development and social relations. Seven students held music degrees, but did not state what area of music. Several inquirers already had completed Masters degrees in music education (5) or performance (1), and were interested in a career change. Six students did not include educational background information.

It should be noted that these requests were unsolicited, as ISU has never advertised graduate work in music therapy. It should also be noted that this listing is only a sample from requests for information which ISU has received regarding Masters level work in music therapy. This list is limited for the most part, to written requests directed to and saved by one faculty member. Some letters of request were not maintained. In addition, phone requests for information and personal contacts were never recorded.

C. Societal Need for Music Therapists
(Information reported in the following paragraphs is the most current information available.)

Results of a study of the music therapy profession reported in the Journal of Music Therapy, Spring 1979 ("A Survey of Clinical Practice in Music Therapy Part I: The Institutions in Which Music Therapists Work and Personal Data" by Charles Braswell, Cheryl Maranto, and Anthony Decuir), indicated that 28.53% of registered music therapists worked with the psychiatric population, 25.50% worked with the mentally retarded, 18.31% worked with other handicapping conditions, 10% were employed in other fields and 16.66% were not employed (housewife, graduate student, out-of-work, etc.). This study also showed that 56.51% of music therapists were employed in state institutions, 34.78% in private institutions, 4.34% in county institutions, and 3.37% in federal institutions.

In May, 1981, the Employment Relations Committee of NAMT published a report summarizing pertinent information about civil service classifications

under which music therapists could be hired in each of the 50 states. This project showed that seventeen states, including neighboring states of Indiana, Michigan, and Wisconsin, have a state music therapy job classification. Fourteen states, including Illinois, can hire music therapists under the title of activity therapist or specialist. Five states hire music therapists under the title of recreation therapist or leader, and four states use the title clinical, registered or rehabilitation therapist. The federal government hires music therapists in veterans hospitals using the job classification Recreation/creative arts therapists. Music therapists are hired in private institutions under similar job titles. Senior, supervisory or coordinator positions usually require a Master's degree.* In times of economic health, music therapists have had little difficulty finding jobs. In present economic times, competition for jobs is keener; most music therapists have found jobs in their field if they were willing to relocate.

In a 1981 study by Dianne Greenfield ("Music Therapy Education: A Quantitative Analysis") the total enrollment of students (undergraduate) in the Great Lakes region was reported to have increased from 1977-1979 with the average enrollment figure in large universities stabilizing at 47 students. This places the region second in the nation regarding employment potential based on client population statistics. The 1979 Directory of Institutions Employing NAMT Members stated that there was more than a 100% increase of employed music therapists in the region as compared to data recorded in 1975. The same study indicates that there is a positive correlation between locations of job increases and established academic programs for registered music therapists.

According to the Illinois State Occupational Outlook Information Report (1978, William M. Bowling, Director of Labor), the average number of job openings (1974-1985) for therapists (type undifferentiated) was 581. This represented a growth rate of 46.46%, which was above the average rate of 30%, and was due to increased awareness of the importance of rehabilitation of disabled persons. The report stated that job opportunities for graduates of approved programs are excellent with the caution that such a projection is based on a 4% rate of unemployment. Bowling stated that the rate of growth for an occupation is, however, only one indicator of future job prospects. More

*Refer to Appendix A, p. 19, for Civil Service Information.

jobs become available because workers leave the labor force than because of employment growth. Projections for 1985-1995 are not yet available.

9. Expected Impact of Proposal on Existing Campus Programs

The proposed graduate music therapy sequence should continue to enjoy the relationship with other campus programs which has already been established for the undergraduate sequence. Because of a need for a wide base of knowledge in the behavioral sciences, music therapy students take supportive courses in psychology, sociology, education and social work.

10. Expected Curricular Changes Including New Courses

Four new courses are necessary and have been identified on page 7.

11. Anticipated Staffing Arrangements

No new faculty will be needed for a music therapy sequence. Two registered music therapists are employed as full-time faculty members for the present therapy program, and there are two music education faculty members who provide supportive instructional services. The following information summarizes the qualifications of current music faculty who participate most closely in the music therapy program.

Marie DiGiammarino, B.S., Indiana University of Pennsylvania; 1971; M.M.Ed., University of Georgia, 1975; R.M.T., National Association For Music Therapy (NAMT), 1976. Director of Music Therapy, serves on NAMT Judicial Review Board. Previous positions: music therapy training coordinator, Georgia Retardation Center--Athens Unit, University of Georgia, 1980-1981; rehabilitation therapist, Caswell Center, Kinston, North Carolina, 1976-1979; served on NAMT Assembly of Delegates 1977-1985; served as Southeastern Regional music therapy secretary 1979-1981; vocal music instructor, Southern Fulton School District, Warfordsburg, Pennsylvania, 1971-1974.

Mary J. Nicholas, B.M.Ed., The University of Portland, Portland, Oregon, 1962; M.M.Ed., The University of Portland, Portland, Oregon, 1966; Ph.D. in Music Education, the University of Kansas, Lawrence, Kansas, 1972, R.M.T. Associate Professor of Music, associate member of graduate faculty; previous faculty appointment, College of Saint Teresa, Winona, Minnesota, 1973-1980; staff music therapist, Lakemary Center, Paola, Kansas, 1972-1973 and Southard School, Menninger Foundation, Topeka, Kansas, 1971-1972; previous teaching experience elementary vocal music; member National Association for Music Therapy;

editor, Journal of Music Therapy, 1976-1979; review editor, Journal of Psychomusicology, 1982-; publications, Journal of Music Therapy.

Paul E. Rosene, B.S. in Ed., 1951, M.S. in Ed., 1956, Illinois State University; Ed.D., The University of Illinois, 1976. Professor of Music, Coordinator of Student Teaching, Founder of Music Therapy Division, member of graduate faculty. Previous appointments: Associate in Research in Special Music Education, University of Illinois, 1972-1973; Supervisor of Music Education, Pittsfield, Illinois Public Schools; Director of Hospital Music and Training Bands, United States Air Force, 1953-1955; Member of Teach Arts for the Handicapped, Federal Project #05-542-0189, 1979-1980. Editor of Music Therapy Newsletter, "Voice of the Lakes", Great Lakes Region of the National Association for Music Therapy, Inc., 1969-1976; Chairman, North Central Division of the Music Educators National Conference of the Committee for Special Learners, Illinois Music Educators Association, 1982-present; Vice-President for Higher Education, Illinois Music Educators Association, Past President, District III, Illinois Music Educators Association, 1970-1975. Publications: "Musical Insights for the Exceptional Child" (Rosene's Recitatives) quarterly in the Illinois Music Educator Instrumentalist and the School Musician. Books: Making Music (Stipes Publishing Company, Champaign, Illinois, 1982), and Making Music With Choirchimes (Hope Publishing Company, Carol Stream, Illinois, 1983). Workshop leader and lecturer in Music Therapy/Music for Special Learners/ Instrumental Music for the Exceptional Child/Conductor of Festivals and Instrumental programs.

David B. Williams, B.M.Ed., Northwestern State University of Louisiana, 1965; M.M. in theory, Northwestern State University of Louisiana, 1966; Ph.D. in systematic musicology, The University of Washington, Seattle, Washington, 1973. Professor of Music, Director of the Office of Research in Arts Technology, member of graduate faculty. Previous positions: represent 20 years experience in teaching and research in music education, psychomusicology, and educational technology; member of Music Educators National Conference, College Music Society, Phi Delta Kappa, Association for the Development of Computer-Based Instruction Systems, American Psychological Association; Editor, Psychomusicology; published extensively in professional journals, Music Educators Journal, the Council for Research in Music Education Bulletin, the British Journal, Psychology of Music, the Journal of Research in Music Education, and Behavioral Methods and Instrumentation. Workshops and presentations on the use of microcomputers in the arts at Stephen F. Austin University, the University of Iowa, Columbia Teachers College and the University of Wisconsin, Madison. Kellogg Foundation educational leave, 1982-1983.

12. Anticipated Funding Needs and Source of Funds

The music therapy certification program, as it presently exists, is funded each year by monies allocated to the music department for costs of salaries, instructional materials, etc. There is administrative support for at least one music therapy faculty member to be given summer teaching to allow for theses, final clinical projects, and independent study programs to be completed at any time in the academic year. Monies for this would be reallocated within the department and would not require additional funding.

IDAHO (W) (Continued)

| <u>Title</u> | <u>Qualifications</u> | <u>Annual Salary</u> | <u>Date Effective</u> |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| | 4 yrs. One yr. of exp. in REC with normal persons or in personal services to handicapped persons substitutes for 1 yr. of education to a maximum of 4 yrs. | | |
| Therapeutic Recreation Specialist II | Same degree as above; 1 yr. exp. in REC with handicapped; same substitutions as above apply; Master's degree in therapeutic recreation, PE, SPED, applied arts, or ED will substitute for the 1 yr. exp. | \$15,540-20,820 | April 1974 |
| Therapeutic Recreation Supervisor | BD as above; 3 yrs. exp. in REC for handicapped; same substitutions as above apply; Master's degree in above fields will substitute for 1 yr. exp. | \$17,136-22,956 | May 1974 |
| <u>ILLINOIS (GL)</u> | | | |
| Activity Program Aide I | Knowledge equal to HS education | \$9420-11,328 | February 1, 1976 |
| Activity Program Aide II | Same as above; 1 yr. exp. in activity program | \$9696-11,712 | February 1, 1976 |
| Activity Program Supervisor | Knowledge equal to 4 yrs. college; course work in fields related to ACTT; 3 yrs. professional exp. in social work, RT, OT, or industrial therapy | \$17,592-26,040 | February 1, 1976 |
| Activity Therapist I | BD in HF or related therapy which includes 8 wks. field exp. | \$12,744-15,996 | June 16, 1980 |

ILLINOIS (GL) (Continued)

| <u>Title</u> | <u>Qualifications</u> | <u>Annual Salary</u> | <u>Date Effective</u> |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------------|
| | or 4 yrs. college and agency training program RMT or Certified Recreation Therapist preferred | | |
| Activity Therapist II | BD in MT or related therapy; 1 yr. exp. in ACTT; RMT or Registered Recreation Therapist preferred | \$13,956-17,712 | June 16, 1980 |
| Activity Therapist III | BD in MT or related therapy; RMT or Registered Recreation Therapist preferred; 2 yrs. exp. in ACTT | \$15,300-19,632 | June 16, 1980 |
| Activity Therapist Facility Coordinator | Master's degree in MT or related therapy; RMT or Registered Recre- ation Therapist preferred; 3 yrs. exp. in ACTT | \$17,592-26,040 | June 16, 1980 |
| Activity Therapist Supervisor I | BD in MT or related therapy; RMT or Certified Recreation Therapist preferred; 2 yrs. exp. in ACTT | \$16,620-24,492 | June 16, 1980 |
| Activity Therapist Supervisor II | Master's degree in MT or related therapy; RMT or Certified Recreation Therapist preferred; 2 yrs. super- visory exp. in ACTT | \$18,648-27,768 | June 16, 1980 |

INDIANA (GL)

| | | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| Music Therapist V | BD in MT; 4 yrs. as Rehab. Ther. Asst. II may substitute for req. education | \$12,792-19,396 | Unknown |
| Music Therapist IV | BD in MT; 6 mos. exp. as State Music Therapist V or RMT; RMT may sub. for all education or exp. requirements | \$13,988-21,008 | July 21, 1977 |

MUSIC THERAPY JOB DESCRIPTION

STATE OF CONNECTICUT
 Position Description

(Leave Blank)

| | |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Employee Name <u>DiGiammarino, Mario</u> | Commission, Board, Department, or Institution <u>Casual Center</u> |
| Position Title <u>Rehabilitation Therapist I</u> | Division, Section, or Unit <u>UCM</u> |
| Classifying Title of Position <u>Registered Music Therapist</u> | Place of Work or Headquarters (City, Building, Room or Other) <u>Room 2</u> |
| Name & title of your immediate supervisor <u>E. Hampton Gamble, Habilitation Specialist</u> | |

Give the names and payroll title of employees you supervise directly, if five or fewer. If you supervise more than five employees, give the number under each title. If you supervise one or more units, give the name of each unit and unit head and the number of employees in each unit by title. If you supervise no employees, write "none."

May supervise one or two aides in the duties of the Special Training Instructor I or Health Care Technician II level.

Describe below in detail the work you do. Use your own words, and make your description so clear that persons unfamiliar with your work can understand it and what you do. Indicate whether duties are regular, periodic or occasional. Indicate by percentage of time how your whole work day is used. If your work is of such a varied nature that it would be difficult to show an average day, consider the work of the entire year and estimate percentage of time spent in each task of which your job is composed. Total of all percentages should equal 100%. If necessary, attach additional sheets.

| Time | WORK PERFORMED |
|------|----------------|
|------|----------------|

75%

Therapeutic Duties:

The primary duty of the music therapist is to utilize music in both individual and group therapy sessions, to assist individuals in meeting their needs by further developing their skills - especially skills in the social, motor, cognitive, and communication areas. In preparation for concentrated work on skill development, music may also be used as necessary, to adapt behavior - that is, to decrease self-injurious behavior, increase general responsiveness or reduce misbehavior.

In order to effectively assess individual needs, design, implement, and evaluate music programs to meet these needs, the music therapist has specific training and/or experience in psychology, child development, learning theory, therapeutic techniques, behavior modification, data collection procedures, observation procedures, and music.

Besides developing skills and adapting behavior, the music therapist also participates with other professional peers under the direction of the coordinator of music therapy, in the planning and carrying-out of campus-wide recreational, social or holiday programs designed to provide normalizing experiences for residents.

20%

Planning, Preparation, Meetings and Report Writing:

The music therapist participates in annual interdisciplinary team meetings on each resident in the music program and submits a written report which includes resident progress and recommendations for future music programming. Shorter, monthly progress notes are recorded in unit folders and performance data is maintained on a daily basis in program training folders.

There are weekly meetings with professional instructional staff in the division, monthly meetings with other campus music therapists and periodic meetings with unit coordinator, psychologist, habilitation specialist, music therapy coordinator, and other professional staff members. The music therapist may also be assigned to sit on committees with other professionals to carry out short-term projects.

Therapeutic preparation includes designing curriculum for music therapy activities within the division, reviewing catalogues, requisitioning materials, and in some cases making and repairing therapeutic materials.

5%

In-service Training:

The music therapist provides job-related experience for trainees assigned for clinical experience in music therapy, and serves as a consultant to staff who wish to use music in conjunction with other training programs.

1. Describe your work in your words. Curriculum of appropriate content, special professional journals and references for music therapy. Materials designed for the recorded obtained the university and other in other country.

2. How and to what extent is your work checked or reviewed? Through monthly progress notes, monthly reports and periodic unscheduled and scheduled conferences.

4. Describe your contacts with other departments, outside organizations, and the general public. Frequent contact with psychology and instructional staff; other divisional music therapy programs; some parental contact; contact with professional organization for music therapist.

5. List any machines you use regularly in your work and the per cent of time spent operating each.

_____ % _____ % _____ %

6. Regular Daily Regular Days Total Hours

Hours of Work From: 3:00 To: 5:00 PM Each Week Sat. and Sun. Per Week 1.0

Explain any rotation of work shifts: Occasional schedule variations (evenings and/or weekends) may be required to meet residents' needs.

I certify that I have read the instructions, that the above answers are my own, and to the best of my knowledge that they are accurate and complete.

4/13/77 _____ Employee's Signature [Signature]

STATEMENT OF IMMEDIATE SUPERVISOR

1. The statements of the employee are correct and complete with the following exceptions or additions. It is accurate.

2. What do you consider the most important duties of this position? Therapeutic duties of direct contact and in-service training of other staff.

3. Does this position involve typing? No () Yes (). What % of time? % Is typing incidental () or important ()?

4. Does this position involve shorthand? No () Yes (). What % of time? % Is shorthand incidental () or important ()?

5. INDICATE THE MINIMUM QUALIFICATIONS WHICH YOU THINK SHOULD BE REQUIRED IN FILLING A FUTURE VACANCY IN THIS POSITION. KEEP THE POSITION ITSELF IN MIND RATHER THAN THE QUALIFICATIONS OF THE INDIVIDUAL WHO NOW OCCUPIES IT.

| | |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Minimum Education and Special Training | <u>Graduation from an accredited university or college with a 4-year degree in Music Therapy, or a Masters Degree in Music Therapy from an accredited school or other music degree provided certification requirements are met.</u> |
| Minimum Experience, length in years and kind | <u>Six months internship (1010 hours)</u> |
| Licenses or Certificates Required | <u>Registration as a music therapist by the National Association of Music Therapy. Performance skills on at least two musical instruments; understanding of the rationale and the totality of problems. Knowledge and skills in Behavior Modification as related to Music Therapy.</u> |
| Special knowledge, skills, physical requirements, age, sex or other factors | |

4-13-77 _____ Immediate Supervisor's Signature [Signature]

STATEMENT OF DIVISION HEAD OR AUTHORIZED REPRESENTATIVE

In view of the above statements of the employee and the supervisor, indicate any inaccuracies or statement with which you disagree. Please comment on the qualifications suggested by the supervisor.

I concur

4-15-77 _____ Division Head _____ [Signature]



National Association for Music Therapy, Inc.

505 ELEVENTH STREET, S.E./WASHINGTON, D.C. 20003/TEL (202) 543-0804

APPENDIX C

INSTRUCTIONS FOR APPLYING FOR REGISTRATION WITH NAMT

1. Interns must request a registration application form from National Office upon satisfactory completion of the required six-month clinical internship.
2. Each intern must request application for him/herself only.
3. Intern should give name of NAMT school attended and clinical training site when writing National Office for application form.
4. At the time of application, the applicant must have transcripts of all completed academic work sent directly from the school to National Office. Transcripts "issued to student" cannot be accepted. Verification that the degree was granted should be shown on the transcript.
 - A. If transcripts do not show verification of degree granted, a copy of the applicants diploma will suffice, or an official letter from the college registrar stating completion of all requirements for the Bachelor's degree.
 - B. If the applicant's official transcript departs from the school's curriculum checklist, the major professor should prepare and sign a statement listing: (a) courses in curriculum not on student's transcript and an explanation (e.g., waived) and; (b) any courses being substituted. This statement should be given to the applicant with instructions to submit the statement to National Office with the completed registration application.
5. Interns must inquire whether or not the grade for clinical internship will appear on the academic transcript. If it will not, a letter from the clinical training director verifying satisfactory completion of the internship must be included in the applicant's registration dossier.
 - A. Clinical training director must submit letter of verification of completion of internship to National Office ONLY if internship grade will not appear on academic transcript. Intern should inform director if letter will be required.
 - B. Verification of internship letter must contain (a) inclusive dates of internship, (b) separate letter for each intern, (c) original signature of clinical training director.

Submit all information outlined above to the National Office. Processing takes approximately 4-12 weeks. When the review is completed by the Registration Committee, the applicant will be notified if registration has been granted or denied.

Fee structure is outlined on the Registration Application.

APPENDIX D

MT REGISTRATION COURSE REQUIREMENTS

122 Hours Required

UNIVERSITY STUDIES (48 hours)

Group 1: Communication (9)

Group 2: Humanistic (9)

Group 3: Natural Science (6)

BSC 181 Func. Anatomy Man

Group 4: Quant. & Logical (3)

Group 5: Soc. Sci. & Psych. (9)

PSY 111 Gen. Psych.
 PSY 232 Personality
 SAS 106 Intro. Sociology
 or
 180 Intro. Cult. Anthro.

Group 6: Aesthetic (3)

Group 7: Contemporary (6)

Group 8: Northwestern Cult. (3)

ADDITIONAL STUDY (3 hours)

PSY 346 Psych. Exc. Child

MUSIC (50 hours)

MUS 101 Theory & History (6)
 MUS 102 Theory & History (6)
 MUS 203 Theory & History (6)
 MUS 204 Theory & History (6)
 MUS 167 Basic Conducting (2)
 Applied Music Study (8)
 Performance Ensemble (7)
 Nine hours from:
 MUS 111 Group Brass (2)
 MUS 113 Group Strings (2)
 MUS 115 Group Woodwinds (2)
 MUS 117 Percussion (1)
 MUS 122 Group Piano (2)
 MUS 126 Group Voice (2)

MUSIC THERAPY (21 hours)

MUS 194 Principles M.T. (3)
 MUS 294 Mus. in Recreation (3)
 MUS 298.01 M.T. Internship (3)
 MUS 340 Influ. Mus. on Beh. (3)
 MUS 341 Music in Therapy (3)
 MUS 360 Psychomusicology (3)
 MUS 362 Field Data Collection (1)
 MUS 398 PP:Music Therapy (2)

APPENDIX E

PLAN OF STUDY

(For a student who is already a registered music therapist)

Semester 1

| | |
|----------------------|----|
| MUS 457 Intro. Bib. | 3 |
| MUS 391-395 Styles | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 462 Sem. in M.T. | 3 |
| MUS 498.02 PP:M.T.I. | 1 |
| <hr/> | |
| | 11 |

Semester 2

| | |
|----------------------|----|
| MUS 458 Hist. Res. | 3 |
| or | |
| MUS 459 Syst. Res. | |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| MUS 465 Client Rts. | 3 |
| MUS 396 Styles | 3 |
| Additional Study | 3 |
| <hr/> | |
| | 14 |

Semester 3

| | |
|----------------------|----|
| MUS 460 Res. in M.T. | 3 |
| Additional Study | 3 |
| Additional Study | 3 |
| MUS 498.02 PP:M.T.I. | 1 |
| <hr/> | |
| | 10 |

PLAN OF STUDY

(For a possible student with a B.S. in music ed.)

Semester 1

| | |
|---------------------|----|
| MUS 194 Prin. M.T. | 3 |
| MUS 294 Mus. Rec. | 3 |
| MUS 391-395 Styles | 3 |
| MUS 457 Intro. Bib. | 3 |
| <hr/> | |
| | 12 |

Semester 2

| | |
|----------------------|----|
| MUS 340 Infl.Mus. | 3 |
| MUS 360 Psychomus | 3 |
| MUS 396 Styles | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| Additional Study | 3 |
| <hr/> | |
| | 14 |

Summer

| | |
|-----------------------|---|
| MUS 341 Mus. in Th. | 3 |
| PSY 346 Psy. Exc. Ch. | 3 |
| HFR 181 Anatomy | 3 |
| <hr/> | |
| | 9 |

Semester 3

| | |
|----------------------|----|
| Additional Study | 3 |
| MUS 458 Hist. Res | 3 |
| or | |
| MUS 459 Syst. Res | |
| MUS 362 Data Coll. | 1 |
| MUS 462 Sem. M.T. | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| <hr/> | |
| | 12 |

Semester 4

| | |
|----------------------|----|
| MUS 460 Res.in M.T. | 3 |
| MUS 465 Client Rts. | 3 |
| MUS 481-488 Perf. | 1 |
| MUS 498.02 PP:M.T.I. | 1 |
| Additional Study | 3 |
| <hr/> | |
| | 11 |

APPENDIX F

CURRICULUM CONSIDERATIONS

NAMT Standards

The Master's Degree in Music Therapy is the terminal degree in this field. The NAMT Education Committee serves in an advisory capacity to the Executive Board in recommending approval of new graduate music therapy programs. NAMT approval of a Music Therapy program offering both graduate and undergraduate degrees is contingent upon both programs meeting minimal standards.

Certification/Graduate Implications

Since the great majority of students entering the Music Therapy graduate program will also require certification coursework, it is important that the curriculum be designed to allow for synthesis between Master's degrees and certification requirements and for flexibility in designing each individual's program of studies. Music Therapy core courses for certification "equivalency" would not be counted for graduate credit. There would be clear differentiation of existing Music Therapy undergraduate courses, which would not appear on the Master's degree program of studies. (The registered music therapist returning for Master's sequence study could complete the program in three semesters. A student wishing to complete both registration and music therapy Master's sequence would have 16-19 additional hours.)

Certification students may interrupt their campus studies to complete an internship prior to finalizing the graduate program and may be leaving and re-entering the program at various times. This will necessitate at least one summer Music Therapy faculty appointment to allow for theses, final clinical projects and individual study programs to be completed at any time in the academic year. Sufficient opportunity for directed individual study should also be included in the program to enable students to complete those required courses missed while absent due to internship.

Resources

NAMT requires that appropriate resources for graduate level research and coursework in related disciplines must be available. Review of ISU graduate programs in music and related disciplines reveals excellent resources in a variety of academic areas. The university library, space, and support disciplines of Music, Psychology, Sociology, Social Work, Special Education, etc., appear more than adequate to meet the needs of an additional graduate program in music therapy.

The primary additional resources needed for the establishment of a graduate program in music therapy appear to be in the area of faculty and graduate assistants. NAMT requires that:

A university program offering both the graduate and undergraduate degrees in music therapy must have at least two full-time NAMT-approved music therapy faculty positions, one requiring a doctoral degree (or five years college teaching experience) and demonstration of research, administrative, and clinical expertise.

Summary

It is recommended that Illinois State University establish a graduate degree in music therapy. The rationale for this recommendation is based on the following:

- 1) The majority of resources for such a program already exists on the ISU campus. The additional resources required would include some faculty and graduate assistant support.
- 2) The program is in an excellent geographic location to attract students. The current NAMT moratorium on the development of new undergraduate programs will include Illinois and most of its populous, bordering states. Since graduate programs can only be established in colleges with an approved undergraduate program, the competition for Music Therapy students in this geographic area should not be subject to extensive future development.
- 3) The Department of Music curriculum already contains all of the coursework necessary for a graduate degree in music therapy, with the exception of Music Therapy graduate courses, four of which are recommended.
- 4) The ISU undergraduate Music Therapy program is widely recognized as a strong and viable program capable of contributing to a strong graduate program.

APPENDIX G

COLLEGES AND UNIVERSITIES

listed below offer degree programs approved by the National Association for Music Therapy, Inc. as of January 1985. Each of them awards the baccalaureate degree. Master's degrees and doctoral study are also available at a few. Master's degree programs have more variation than the undergraduate programs, thus those persons interested in graduate study should obtain curriculum and admissions information directly from the academic institutions. National Association of Schools of Music serves as the accrediting agency for institutions offering music therapy degrees recognized by the National Association for Music Therapy, Inc.

Director of Music Therapy follows each school address.

- Alabama**
University of Alabama, University, AL 35486
Carol A. Prickett, RMT, Dept. of Music
- Arizona**
Arizona State University, Tempe, AZ 85781
Barbara J. Crowe, RMT, School of Music
- Arkansas**
Henderson State University, Arkadelphia, AR 71923
Frederick Patrick, RMT, School of Fine Arts
- California**
California State University, Long Beach, CA 90840
Kay Postkam, Ph.D., RMT, Dept. of Music
*University of the Pacific, Stockton, CA 95211
Suzanne B. Hansen, Ed.D., RMT, Dept. of Music Therapy
- Colorado**
Colorado State University, Fort Collins, CO 80523
Katie Gleifer, Ph.D., RMT, Dept. of Music
- District of Columbia**
*Catholic University of America, Washington, DC 20064
Jo Della Waller, RMT, School of Music
Howard University, Washington, DC 20058
Ann Rachal, RMT, Dept. of Music
- Florida**
†Florida State University, Tallahassee, FL 32306
Jayne M. Standley, Ph.D., RMT, School of Music
*University of Miami, Coral Gables, FL 33124
Frederick C. Tims, Ph.D., RMT, Dept. of Music Education
- Georgia**
Georgia College, Milledgeville, GA 31051
Michelle A. Gagnier, Ph.D., RMT, Dept. of Music
†University of Georgia, Athens, GA 30602
Richard M. Graham, Ph.D., RMT, Dept. of Music
- Illinois**
DePaul University, 804 W. Belden Ave., Chicago, IL 60614
Christina Lucia, RMT, School of Music
Illinois State University, Normal, IL 61781
Marla DiGiammarino, RMT, Music Dept.
Western Illinois University, Macomb, IL 61455
Bruce A. Prueter, RMT, Dept. of Music, Browne Hall
- Indiana**
Indiana University-Fort Wayne, Fort Wayne, IN 46815
Lalane Dyshera Kay, RMT, Div. of Music
University of Evansville, Evansville, IN 47702
Alan L. Solomon, RMT, Music Dept.
- Iowa**
University of Iowa, The, Iowa City, IA 52242
Barbara Reuer, RMT, Div. of Music Education
Wartburg College, Waverly, IA 50677
Carol Culton Heine, RMT, Dept. of Music
- Kansas**
†University of Kansas, Lawrence, KS 66045
Alicia C. Gibbons, Ph.D., RMT, Dept. of AMEMT
- Louisiana**
*Loyola University, New Orleans, LA 70118
Charles Braswell, RMT, Dept. of Music Therapy
- Massachusetts**
Anna Maria College, Paxton, MA 01512
Susan J. Pasquale, RMT, CMT, Dept. of Music
- Michigan**
Eastern Michigan University, Ypsilanti, MI 48197
Michael G. McGuire, M.M., RMT, Dept. of Music
†Michigan State University, East Lansing, MI 48824
Robert F. Unkeler, RMT, Dept. of Music
- Wayne State University, Detroit, MI 48202
Carol Collins, RMT, Dept. of Music
*Western Michigan University, Kalamazoo, MI 49008
Brian Wilson, RMT, School of Music
- Minnesota**
Augsburg College, Minneapolis, MN 55454
Roberta Kagin Metzler, RMT, Dept. of Music
College of Saint Teresa, Winona, MN 55987
Judith Williams, RMT, Dept. of Music
†University of Minnesota, Minneapolis, MN 55455
Charles Furman, Ph.D., RMT, School of Music, Scott Hall
- Mississippi**
William Carey College, Hattiesburg, MS 39401
Carylee Hammons, RMT, School of Music
- Missouri**
Maryville College, 13550 Conway Rd., St. Louis, MO 63141
Joseph J. Moreno, RMT, Dept. of Music Therapy
*University of Missouri-Kansas City, Kansas City, MO 64111
Wanda Latham, Ph.D., RMT, Conservatory of Music
- Montana**
Eastern Montana College, Billings, MT 59101
Mark S. Alder, RMT, Dept. of Music
- New Jersey**
Montclair State College, Upper Montclair, NJ 07043
Karen D. Goodman, RMT, Dept. of Music
- New Mexico**
Eastern New Mexico University, Portales, NM 88130
Juanita McElwain, Ph.D., RMT, School of Music
- New York**
Nazareth College of Rochester, 4245 East Ave., Rochester, NY 14610
Ryan C. Hunter, RMT, Music Dept.
State University College-Fredonia, NY 14063
Constance Willeford, RMT, Dept. of Music
State University College—New Paltz, New Paltz, NY 12581
Robert Krout, RMT, Music Dept.
- North Carolina**
East Carolina University, Greenville, NC 27834
Ruth Boxberger, Ph.D., RMT, School of Music
Queens College, Charlotte, NC 28274
Frances McClain, RMT
- Ohio**
Cleveland Consortium Schools:
Baldwin-Wallace College, Berea, OH 44017
Case Western Reserve University, Cleveland, OH 44106
Cleveland State University, Euclid at East 24th St., Cleveland, OH 44114
College of Wooster, The, Wooster, OH 44691
Oberlin College, Oberlin, OH 44074
Consortium Director Linria Wright, RMT, Director of Music Therapy, Meines Pfeiffer Hall, Conservatory of Music, Baldwin-Wallace College, Berea, OH 44017
College of Mt. St. Joseph on the Ohio, Mt. St. Joseph, OH 45051
Billinda S. Murray, RMT, Music Dept.
Ohio University, Athens, OH 45701
Evis Adelman, RMT, School of Music
University of Dayton, Dayton, OH 45469
Marilyn Sandness, RMT, Music Div. of Performing & Visual Arts Dept.
- Oklahoma**
Phillips University, Enid, OK 73701
Betty Shirm, RMT, School of Music
Southwestern Oklahoma State University, Weatherford, OK 73098
Michael Cassidy, RMT, Dept. of Music
- Oregon**
Willamette University, Salem, OR 97301
Myra Stamm, Ph.D., RMT, Dept. of Music
- Pennsylvania**
Combs College of Music, Philadelphia, PA 19119
Herbert Levin, D. Mus., RMT, Director, Music Dept.
College Misericordia, Dintons, PA 18812
Sr. Lucille Cormier, RMT
*Duquesne University, Pittsburgh, PA 15282
Sr. Donna Marie Berk, RMT
Elizabethtown College, Elizabethtown, PA 17022
Grace Malcom, RMT, Dept. of Music
§Hahnemann University, 230 N. Broad Street, Philadelphia, PA 19102
Cynthia A. Briggs, RMT, Dept. of Music
Mansfield University, Mansfield, PA 16933
Elizabeth Eidsoner, RMT, Dept. of Music
Marywood College, Scranton, PA 18509
Sr. Mariam Pfeiler, RMT, Dept. of Music
Slippery Rock State College, Slippery Rock, PA 16057
Sue A. Shullworth, RMT, Dept. of Music
- South Carolina**
Episcopal College at Charleston, Charleston, SC 29411
Myra Jordan, RMT, Music Dept.
- Tennessee**
Tennessee Technological University, Box 5045, Cookeville, TN 38501
Susan Clancy, RMT, Dept. of Music
- Texas**
Sam Houston State University, Huntsville, TX 77341
Mary Ann Dinterick, Ph.D., RMT, Dept. of Music
*Southern Methodist University, Dallas, TX 75275
Charles Ergin, Ph.D., RMT, Div. of Music
†Texas Woman's University, Denton, TX 76204
Donald E. Michol, Ph.D., RMT, Dept. of Music and Drama
West Texas State University, Canyon, TX 79018
Martha Estes, RMT, Dept. of Music
- Utah**
Utah State University, Logan, UT 84322
David Wolfe, Ph.D., RMT, Dept. of Music
- Virginia**
†Radford University, Radford, VA 24142
Joseph Scribner, Ph.D., RMT, Dept. of Music
Shenandoah College and Conservatory of Music, Winchester, VA 22601
Marian Sung, RMT, Music Therapy Dept.
- Wisconsin**
Alverno College, Milwaukee, WI 53215
Sr. Joseph Schorsch, RMT, Dept. of Music
University of Wisconsin—Eau Claire, Eau Claire, WI 54701
Dale Taylor, RMT, Dept. of Music
*University of Wisconsin—Milwaukee, Milwaukee, WI 53201
Leo Muskatevc, RMT, Dept. of Music
University of Wisconsin—Oshkosh, Oshkosh, WI 54901
Nancy Lloyd, RMT, Dept. of Music

† Also award Master's Degree.
‡ Also award Master's Degree and Doctoral study.
§ Award graduate degrees only.

National Association For Music Therapy, Inc.

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