



BACHELOR OF SCIENCE
MUSIC THERAPY

MUSIC THERAPY FACULTY BIOGRAPHIES

Maureen C. Hearn, PhD, SCMT, MT-BC

Fellow, Association for Music and Imagery

Associate Professor; Director, Music Therapy Program

Dr. Maureen Hearn is the director of music therapy at Utah State University, having received this appointment in 2005. Dr. Hearn was awarded a PhD in Expressive Art Therapies from Lesley University, Cambridge, MA. She earned a Master of Arts in Diverse Education from the University of Phoenix, in addition to Bachelor's degrees in Music Therapy (Utah State University), Music Theory and Composition, and Biological Sciences (University of Nevada, Las Vegas).

Following a clinical internship in music therapy at Twin Valley Forensic Behavioral Health Unit in Columbus, Ohio, and prior to her appointment at USU, Dr. Hearn worked as a privately contracted music therapist providing services to Utah State Hospital (Provo, UT), Silverado Alzheimer Residential Center in Salt Lake City, and private clients. In 2012 Dr. Hearn completed training in the Bonny Method of Guided Imagery and Music and is a Fellow of the Association for Music and Imagery. She has also completed trainings in Neurologic Music Therapy and REMO Health Rhythms. Dr. Hearn's dissertation, "*Music Therapists' Self-Care: Examining the Effectiveness of Educational Preparation for Clinical Practice*," investigated the practice of self-care (or lack of one) and its impact in the clinical work of music therapists with distressed and/or traumatized clients. Additional research interests are in investigating the efficacy of music therapy and other creative arts interventions with women survivors of domestic violence.

In addition to her duties and responsibilities at USU, Dr. Hearn currently serves as the Chair of the Professional Development Committee for the Association of Music and Imagery (AMI). Previously she has served as president of the Western Region of the American Music Therapy Association (WRAMTA), the Utah Association for Music Therapists, and the Association for Music and Imagery. Dr. Hearn completed a 5-year appointment to the Board of Directors of the Certification Board for Music Therapists, and served two consecutive 3-year terms of appointment to the CBMT Examination Committee. She has presented nationally and internationally at conferences of professional organizations since 1998.

A group recipient of the National Medal of Arts, Dr. Hearn rendered over twenty years of service with the prestigious Salt Lake Mormon Tabernacle Choir. Prior to entering the field of music therapy as a board certified music therapist, she was a public educator in junior and senior high schools in Provo, Utah and Las Vegas, Nevada, for over twenty-one years. Dr. Hearn enjoys almost any outdoor activity, especially hiking, and spending quality time with her friends and four-legged critter-buddies.

Letha L. Winger, M.Ed., SCMT, MT-BC
Clinical Instructor, Director, Clinical Training

Letha Winger currently serves as Clinical Instructor and Clinical Training Director in the Music Therapy program at Utah State University. Letha has a Bachelor of Music Therapy degree from Marylhurst University in Portland, Oregon and a Master's degree in Education from Utah State University. She completed her clinical internship at Adventist Medical Center in Portland, and was subsequently hired there as a music therapist to provide services on three acute psychiatric units. Since moving to Cache Valley in March 2006, Letha has been contracting with Encompass Hospice and has provided music therapy services to the Developmental Skills Laboratory, various geriatric care facilities, and private youth clients in addition to providing field supervision to USU Music Therapy students. She has completed trainings in Nordoff-Robbins Music Therapy, Orff-Schulwerk, Neurologic Music Therapy, REMO HealthRhythms, and The Bonny Method of Guided Imagery in Music.

Prior to her career in Music Therapy, Mrs. Winger operated a private piano studio in her home for 17 years and was a member of the Oregon Music Teachers Association. She has enjoyed directing many choirs, including a 200-voice choir that performed in the Memorial Coliseum in Portland, Oregon. Letha enjoyed working with a team in composing and arranging music for an original sesquicentennial pageant that was held at The End of the Oregon Trail Museum in Oregon City, Oregon. Mrs. Winger considers her greatest accomplishment to be the mothering of three beautiful children.

Mrs. Winger's primary instrument is the piano, but she uses her guitar most often in music therapy practice. Whenever she can, she will incorporate a drum and enjoys rhythm play of all kinds, including drum circles. Mrs. Winger enjoys gardening, swimming, and visiting the Oregon coast as often as possible. She is very happy to be part of the Music Therapy Program at Utah State University.

Clinical Field Supervisors

Jennifer Birchell, MT-BC, NMT, TRT – Sunshine Terrace Rehabilitation Skilled Nursing
Natalie Burningham, SCMT, MT-BC, NMT—Private Contractor, Healthbeat Music
Therapy

Karen Carter, MT-BC – Logan Regional Medical Center: Transitional Care Unit

Heather T. Overly, SCMT, MT-BC – Private contractor, Overlymusical Therapy Services

Tracy Wagner, SCMT, MT-BC – Private contractor, Healing Harmonies

MUSIC THERAPY DEGREE REQUIREMENTS



INTRODUCTION

Students who complete a Bachelor of Science or Bachelor of Arts degree, will have met all academic requirements set by the American Music Therapy Association (AMTA). Music therapists must also take a national board certification exam to become a Board Certified Music Therapist (MT-BC). Therefore, a university music therapy program is considered a “professional” degree program and the music therapy student must realize the seriousness of his/her commitment to the development of the competencies required of a professional music therapist. The music therapist must not only be knowledgeable in a variety of areas (e.g., psychology, special education, music therapy principles, etc.), but must be able to apply this knowledge in clinical settings which requires additional abilities including music skills (guitar, keyboard, vocal), interpersonal skills, professional works skills and behaviors, and good mental and physical health.

The Music Therapy Program at Utah State University has been designed to address the competency-based education of the professional music therapist.

ADVISEMENT

Please be aware of program requirements for completing your music therapy degree. Faculty and staff of the Caine College of the Arts are here to guide the completion of your degree and advise you throughout the process. Please contact the following individuals for assistance in the indicated areas: (1) General Education/University Requirements – Caine College of the Arts, General Education Advisor: Sally Peterson, UR 107, 435-797-8096, sally.peterson@usu.edu; (2) Music Department Student Services: Cary Youmans, FAC 102, 435-797-3015, cary.youmans@usu.edu; (3) Music Therapy Program Academic Advisor: Dr. Maureen Hearn, FAC 220-B, 435-797-3009, maureen.hearn@usu.edu.

Degree Maps will assist the student in developing a semester-by-semester schedule for completing the required coursework for the Bachelor of Science Degree in Music Therapy. Degree Works is the University’s program for tracking your progress towards graduation. Students should become familiar with these resources which are available on the university’s website and/or in the student’s Banner account. It is important to meet with Dr. Hearn before the end of first semester in the program, and periodically thereafter, to approve your degree program. It is strongly recommended that students meet with our college advisor, Sally Peterson, at least once each academic year

LEAVE OF ABSENCE

In the event that your enrollment in coursework is postponed for one or more semesters, please complete a "Leave of Absence" form with the Registrar and state your intention to the music therapy program director in writing. Please be advised that a music therapy major is only allowed to suspend their degree program for three years. After that period of time it will be necessary to re-audition for the program.

ACADEMIC REQUIREMENTS

MUSIC THERAPY PROGRAM

All music therapy courses must be passed with a B grade or better. This is consistent with the Music Department's requirement of an overall 3.0 GPA in all music courses. If a student receives less than a B in any core music therapy course, the student must retake the course and successfully pass it with a B or higher. If the repeated course is a pre-requisite for another core music therapy course, the student's academic program may be delayed. A student is not allowed to begin internship until all music therapy core courses have been passed with a B or above.

Note: Music therapy core courses and music therapy related courses (i.e., behavioral health, natural science) may not be taken as Pass/Fail.

MUSIC DEPARTMENT (Per Music Department Student Handbook)

To maintain music major status, a student must:

- Complete all music major core classes with a grade of C- or better
- Maintain a 3.0 GPA in all music classes, and a 2.75 GPA in all university courses

If these requirements are not met, a student will be placed on probation for one year. If the requirements are not met by the end of the year's probation, the student will no longer be a music major.

If a grade lower than C- is earned in any music major core course, the student may retake the course to make up the grade. Core courses may be taken no more than twice. If the student does not earn an acceptable grade the second time the course is taken, the student will no longer be a music major

PROFESSIONAL/PERSONAL BEHAVIOR

As a professional, the music therapist is expected to demonstrate certain personal/professional characteristics and behaviors. Such behaviors include those which reflect that the individual is reliable, courteous and cooperative, emotionally stable, and

receptive to supervision. These behaviors are documented by the Director of Music Therapy on each student's "Music Therapy Internship Recommendation Form". (Example of form is included in handbook.) The director of the music therapy program and the clinical training director will provide feedback to the student regarding these behaviors based on the student's performance in class, clinical field-work experiences and in other academic/professional settings. In cases where a student's personal problems may be affecting his/her professional/academic performances, the student should consider receiving counseling at USU Student Counseling Services (435.797.1012), at no charge to matriculated students. The student must understand that the program director is required to attest to the student's physical and mental health in recommending the student for an internship position.

PARTICIPATION IN PERFORMING GROUPS

Music Department Requirement

All students must participate in Music Department performing ensembles for a minimum of two credit hours. This is *in addition* to the Music Therapy Ensemble course (Music 1320) which is taken during the spring semester of your first year in the program.

RECITAL AND CONCERT ATTENDANCE

Music Department Requirement

Students are required to attend ten (10) recitals and ten (10) concerts *each* academic year in attendance at USU. **This is a requirement for graduation and should be taken seriously.** Verification of recital/concert attendance must be documented by a faculty member. **You should report your attendance at concerts and recitals regularly, and no less than once a semester!!** Turn in the *signed* recital and/or concert programs to the Music Department Student Services office, FAC 102. Include your name and A-number on each item. Included herein is a document to assist the student in tracking recital and concert attendance. It is suggested that you use this form to maintain a personal copy of your concert/recital attendance record.

**SAMPLE STUDENT RECORD
Recital and Concert Attendance**

NAME	MAJOR EMPHASIS	
ENTRY DATE	GRADUATION YEAR	ADVISOR

***RECITAL ATTENDANCE**

***CONCERT ATTENANCE**

***5 recitals are required each semester, 10 per year & 40 Total for 4 yrs**
***5 concerts are required each semester, 10 per year & 40 Total for 4 yrs**
Verification of recital/concert attendance must be documented by a faculty member. Submit signed recital and/or concert programs to the music department/student services office with your name and A-number.
Note: Fewer requirements MAY be required for transfer students.

Bachelor of Science Music Therapy

Freshman Year

FALL	Credits	SPRING	Credits
MUSC 1105 Fundamentals of Music (BCA)	3	MUSC 1110 Music Theory I	3
MUSC 1170 Keyboard Harmony I	1	MUSC 1130 Aural Skills I	1
MUSC 1310 Introduction to Music Therapy	2	MUSC 1180 Keyboard Harmony II	1
MUSC 2/3xxx Ensemble Course	1	MUSC 1190 World Music	2
MUSC 3/4xxx Individual Instruction (Major Instrument)	1	MUSC 1320 Music Therapy Ensemble	1
MUSC 2180 Computer Applications in Music	1	MUSC 1800 Percussion Techniques	1
MUSC 2350 Conducting	2	MUSC 2/3xxx Ensemble Course	1
PSY 1010 General Psychology (BSS)	3	MUSC 3/4xxx Individual Instruction (Major Instrument)	1
ENGL 1010 Intro to Writing (CL1)	3	STAT 1040 Introduction to Statistics (QL)	3
		University Studies Breadth Course (BLS)	3
Total	17	Total	17

Sophomore Year

FALL	Credits	SPRING	Credits
MUSC 1120 Music Theory II	3	MUSC 2110 Music Theory III (BCA)	3
MUSC 1140 Aural Skills II	1	MUSC 2130 Aural Skills III	1
MUSC 2310 Intro to Observ & Behav Methods in MT	2	MUSC 2320 Music Therapy Methods & Materials	2
MUSC 3110 Music History I	3	MUSC 3120 Music History II	3
MUSC 3/4xxx Individual Instruction (Major Instrument)	1	MUSC 3/4xxx Individual Instruction (Major Instrument)	1
ENGL 2010 Intermediate Writing (CL2)	3	FCHD 1500 Human Development (BSS)	3
University Studies Breadth Course (BPS)	3	University Studies Qualitative Intensive (QI) (PSY 2800 Psychological Statistics recommended)	3
Total	16	Total	16

Junior Year

FALL	Credits	SPRING	Credits
MUSC 2120 Music Theory IV	3	MUSC 3320 Psychology of Music	2
MUSC 3190 Music History III (CI)	3	MUSC 3332 Music Therapy Practicum – FE2	2
MUSC 3310 Music Therapy & the Exceptional Child	3	MUSC 1/2/3/4xxx Piano, Guitar or Vocal Course*	0-1
MUSC 3331 Music Therapy Practicum – FE1	1	MUSC 3/4xxx Individual Instruction (Major Instrument)	1
MUSC 1/2/3/4xxx Piano, Guitar or Vocal Course*	0-1	PSY 3210 Abnormal Psychology (DSS)	3
MUSC 3/4xxx Individual Instruction (Major Instrument)	1	Depth Life & Physical Sciences Course (DSC)	2
University Studies Breadth Course (BHU)	3	Behavioral Elective Course	3
		University Studies Breadth Course (BAI)	3
Total	14-15	Total	16-17

Senior Year

FALL	Credits	SPRING	Credits
MUSC 1/2/3/4xxx Piano, Guitar or Vocal Course*	0-1	MUSC 1/2/3/4xxx Piano, Guitar or Vocal Course*	0-1
MUSC 3/4xxx Individual Instruction (Major Instrument)	1	MUSC 3/4xxx Individual Instruction (Major Instrument)	1
MUSC 3333 Music Therapy Practicum – FE3	3	MUSC 3334 Music Therapy Practicum – FE4	3
MUSC 4310 Music Therapy with Adult Populations	3	MUSC 4320 Research in Music Therapy (CI)	2
Behavioral Elective Course	3	MUSC 4330 Clinical & Professional Issues in MT	3
BIOL 2320 Human Anatomy	4	MUSC 4340 Internship in Music Therapy	2
		Behavioral Elective Course	3
Total	14-15	Total	14-15

* There are several group and individual instruction courses that could satisfy this requirement if additional study is advised in piano, guitar or voice. MUSC 1185, Music Therapy Group Piano, is a recommended course for all music therapy majors as it focuses on developing appropriate accompaniment patterns and styles for use in facilitating therapeutic interventions.

Transfer Students 3-Year Program**

First Year Music Therapy Coursework

- Fall 1310 Introduction to Music Therapy (2 credits)
2310 Music Therapy Treatment I (2 credits)
- Spring 1320 Music Therapy Ensemble (1 credit)
2320 Music Therapy Treatment II (2 credits)

Second Year Music Therapy Coursework

- Fall 3310 Music Therapy and the Exceptional Child (3 credits)
3330 Music Therapy Practicum – FE 1 (1 credit)
- Spring 3320 Psychology of Music (2 credits)
3330 Music Therapy Practicum – FE 2 (2 credits)

Third Year Music Therapy Coursework

- Fall 3330 Music Therapy Practicum – FE 3 (3 credits)
4310 Music Therapy with Adult Populations (3 credits)
- Spring 3330 Music Therapy Practicum – FE 4 (3 credits)
4320 Research in Music Therapy (2 credits)
4330 Clinical and Professional Issues in Music Therapy (3 credits)
4340 Internship in Music Therapy (2 credits)

** Transfer students **MUST** meet with both the music therapy program director and college advisor to ensure articulation of transfer credits and determine which music core courses and general education requirements have been satisfied. This must be done **PRIOR TO** registering for their first semester on campus

Second Bachelor Degree Students

Music Therapy majors pursuing a degree in music therapy as a second bachelor's degree **MUST** meet with the music therapy academic program director to determine an approved course of study. Such programs will be specific to each individual student respecting their previous undergraduate work.

MUSIC PROFICIENCY REQUIREMENTS



MUSICIANSHIP PROFICIENCY

Music Department Requirement

All students must complete the musicianship requirements as mandated by the Department of Music. These requirements are set forth in the Music Department Student Handbook available on the department website (music.usu.edu) under “Current Students.”

PIANO PROFICIENCY

Music Department Requirement

All students must complete the piano proficiency requirements as required by the Department of Music. This requirement may be met by enrolling in Keyboard Harmony classes or by scheduling a proficiency exam for students with advanced skills in piano. Consult with Cary Youmans, in Music Department Student Services, for scheduling this exam.

MAJOR PERFORMING INSTRUMENT

Music Therapy Program Requirement

Music therapy students are required to choose one major performing instrument. The instrument may be piano, voice, guitar, or another instrument. Regardless of a student’s choice for their major performing instrument, the music therapy major must complete a minimum of four (4) semesters (hour-long lessons) of individual instruction, successfully passing a jury exam each semester. It is strongly recommended that this requirement be completed during the students first two years. Refer to the online Department of Music Student Handbook for more specific guidelines regarding registration for this instruction.

With the approval of the Music Therapy Program Administrator, the student may choose a major performing instrument other than piano, voice, or guitar if the following conditions are present: (1) it is determined that the student should be able to meet the program’s competency requirements in piano, voice and guitar, and (2) the faculty instructor for the different instrument requested can verify that the student should be able to meet area requirements. Regardless of which major performing instrument a student has chosen, all music therapy majors must demonstrate proficiency in piano, voice, and guitar as these are the primary instruments used in providing music therapy services.

PIANO/VOICE/GUITAR

AMTA Professional Competencies

Preamble to AMTA Professional Competencies

The American Music Therapy Association has established competency-based standards for ensuring the quality of education and clinical training in the field of music therapy. As the clinical and research activities of music therapy provide new information, the competency requirements need to be reevaluated regularly to ensure consistency with current trends and needs of the profession and to reflect the growth of the knowledge base of the profession. The Association updates these competencies based on what knowledge, skills, and abilities are needed to perform the various levels and types of responsibilities to practice at a professional level.

In November 2005 the AMTA Assembly of Delegates adopted the Advisory on Levels of Practice in Music Therapy. This Advisory, which was developed by the Education and Training Advisory Board, distinguishes two Levels of Practice within the music therapy profession: Professional Level of Practice and Advanced Level of Practice. This Advisory describes the Professional Level of Practice as follows:

A music therapist at the Professional Level of Practice has a Bachelor's degree or its equivalent in music therapy and a current professional designation or credential in music therapy (i.e., ACMT, CMT, MT-BC, or RMT). At this level, the therapist has the ability to assume a supportive role in treating clients, collaborating within an interdisciplinary team to contribute to the client's overall treatment plan.

The AMTA Professional Competencies are based on music therapy competencies authored for the former American Association for Music Therapy (AAMT) by Bruscia, Hesser, and Boxhill (1981). The former National Association for Music Therapy (NAMT) in turn adapted these competencies as the NAMT Professional Competencies revised in 1996. In its final report the Commission on Education and Clinical Training recommended the use of these competencies, and this recommendation was approved by the AMTA Assembly of Delegates in November 1999. The AMTA Professional Competencies have had several minor revisions since their adoption in 1999.

Note: This document may be viewed online at musictherapy.org, the professional website of the American Music Therapy Association.

FUNCTIONAL MUSIC SKILLS PROFICIENCY EXAMS FOR MUSIC THERAPY MAJORS

Functional Skills Level Exams

Demonstrating proficiency in piano, voice, and guitar.

The AMTA Professional Competencies are based on what knowledge, skills, and abilities are needed to perform the various levels and types of responsibilities to practice music therapy at a safe and competent level. [A complete listing of these competencies is provided as an appendix to this manual.] These include one's ability to: (1) play a basic repertoire of traditional, folk, and popular song with or without printed music," and (2) to "accompany self and ensembles" demonstrating proficiency with keyboard, guitar and voice. To assist the student in achieving these competency-based standards, the USU Music Therapy Program requires successful completion of three adjudicated functional skill exams. A required repertoire list of approximately 300 songs will be utilized for preparing these exams, in addition to required content in music therapy core courses.

A songbook, containing some of the lead sheets for required repertoire songs, is available in the Music Therapy Resource office (FAC 219). Requirements for each of the three Level Exams is outlined in the pages that follow. **Level I Exam** is to be completed sometime during the student's first academic year, but no later than the Friday following Spring Break of that same year. Entering Sophomore students must complete this exam by the end of the Fall semester of their 1st year in the program. **Level II Exam** is completed during enrollment in MUSC 2320, *Music Therapy Treatment II*. **Level III Exam** is completed during enrollment in MUSC 4310, *Music Therapy with Adult Populations*, which is taken the fall semester of the student's senior year.

Students who do not pass Level I at their first attempt, may have one additional attempt. However, this exam must be successfully completed by the end of the first year or the student will be dismissed from the program.

Students who do not pass Level II will receive a lower than B- grade for MUSC 2320 and will be required to retake the course. The student is also placed on Probation in the degree program until such time that the course is successfully completed. While on probation, music therapy students are not allowed to continue with academic or clinical coursework.

Students will take the Level III Exam at the beginning of the fall semester in which they are enrolled in MUSC 4310. Since this exam is coupled with MUSC 4310, students who do not pass this exam will be required to re-enroll in MUSC 4310 the following year and given a second attempt at the Level III Exam. If the student is unsuccessful at the first attempt of the Level III exam, they are placed on Probation in the degree program until such time that the course is offered again and the Level III Exam is successfully completed. While on probation, music therapy students are not allowed to continue with academic or clinical coursework.

Utah State University
Music Therapy Degree Program

LEVEL I EXAM

*Beginning Freshman students may complete this exam any time during the first academic year, but **must** successfully complete it by the Friday following Spring break during that year. Entering Sophomore students must complete this exam by the end of Fall semester of their first year in the program.*

1. The student will sing and accompany her/himself on 10 ***memorized*** songs. One of these must be “Happy Birthday.” The remaining will be selected from the following categories on the required repertoire list, with at least two from each category.
 - Children/Young Children
 - Holiday
 - Older Adults
 - Traditional/Patriotic/Folk
2. Two of the ten songs must be accompanied on ***both*** guitar and piano. Eight of the songs may be accompanied on ***either*** guitar ***or*** piano.
3. GUITAR: Both a picking and strumming pattern must be illustrated. PIANO: Accompaniment patterns may all be in root position. VOICE: Pleasing quality/intonation and ability to project above the accompaniment are required.
4. The student must provide a typed list indicating the accompaniment instrument used for all 10 songs.

GRADING: LEVEL I EXAM RATING SCALE:

2 = PROFICIENT; 1 = ACCEPTABLE, but needs work; 0 = NOT DEMONSTRATED

Overall Musicianship	Piano	Guitar	Overall
Accurate chord changes (1 or less mistake per song: 2, 2-4 mistakes per song: 1, and more than 4 mistakes: 0)			
Chord changes in tempo (2 or less mistakes per song and keeps going) Root position chords on piano; open chords on guitar			
Tempo and accompaniment appropriate to song (guitar accompaniments illustrate 1 strum, 1 finger-pick, and 1 bass/strum pattern)			
Appropriate introductions/endings			
Use of dynamics/expressivity			
Vocal intonation & support			
Vocal strength/balance with accompaniment			
Personal connection to the music (is meaning being communicated?)			
Memory of lyrics (1 or less memory lapse per song)			
Therapeutic presence (eye contact, engagement, interaction)			

OVERALL SCORE: _____

(PASSING SCORE: 14/20 OR ABOVE)

Utah State University
Music Therapy Degree Program

LEVEL II EXAM

*To be completed as a course requirement in MUSC 2320 – Music Therapy Treatment II.
Successful completion of the Level II Exam is required to continue academic and clinical coursework.*

1. The student will be prepared to sing and accompany her/himself on 35 memorized songs; the 10 previously chosen for Level I and 25 additional songs chosen for this level.
2. Of the 25 newly selected songs, 20 must be taken from the required repertoire list, with selections from each of the following categories and no more than seven selections from any one category:
 - Children/Young Children
 - Holiday
 - Older Adults
 - Traditional/Patriotic/Folk
3. The remaining 5 songs required are as follows:
 - Pachelbel Canon in D (Breathing In and Breathing Out)
 - Original Hello Song
 - Original Goodbye Song
 - Original Lullaby
 - A song selected by the student
4. Student must be able to demonstrate an appropriate accompaniment on both guitar and piano. Five of the selections must be accompanied on the Q-chord or autoharp.
5. Student must be prepared to transpose any of their 3- or 4-chord songs to the following keys: G, A, C, D, or E.
6. The student will be able to vocally improvise the 12-bar blues with accompaniment on both piano and guitar.
7. The student must be prepared to facilitate a relaxation intervention, using music created live on either piano or guitar.
8. At the time of the scheduled exam, the student must provide a typed list of all 35 songs chosen, identifying which songs are new for Level II (underline, **bold**, or place an asterisk by the title). **Lead sheets** for the student's original and selected songs must also be submitted at the time of the exam. These are placed in the student's file.

GRADING: LEVEL II Exam

RATING SCALE:

2 = PROFICIENT; 1 = ACCEPTABLE, but needs work; 0 = NOT DEMONSTRATED

Overall Musicianship	Piano	Guitar	Other	Overall
Accurate chord changes (1 or less mistake per song: 2, 2-4 mistakes per song: 1, and more than 4 mistakes: 0)				
Chord changes in tempo (2 or less mistakes per song and keeps going: 2, 2-4 mistakes: 1, more than 4 mistakes: 0)				
Tempo and accompaniment appropriate to song				
Appropriate introductions/endings				
Use of dynamics/expressivity				
Vocal intonation & support				
Vocal strength/balance with accompaniment				
Personal connection to the music (is meaning being communicated?)				
Memory of lyrics (1 or less memory lapse per song:2, 2-4 mistakes per song: 1, more than 4 mistakes: 0)				
Use of secondary dominants				
Use of guitar barre chords				
Blues				
Relaxation Facilitation				
Transposition				
Therapeutic presence (eye contact, engagement, interaction)				

OVERALL SCORE: _____

(PASSING SCORE: 22/30 OR ABOVE—Note: A “0” score in any bolded category may constitute a failing grade.)

Utah State University
Music Therapy Degree Program

LEVEL III EXAM

To be completed as a course requirement in MUSC 4310 – Music Therapy with Adult Populations.

Successful completion of this exam is required to continue academic and clinical coursework.

1. The student will be prepared to sing and accompany her/himself on 60 memorized songs. Thirty-five of these songs are those previously chosen for Levels I and II; twenty-five additional songs will be chosen for this level exam.
2. Of the 25 newly selected songs, 20 must be taken from the required repertoire list, with at least 5 songs from each of the following categories:
 - Spiritual/Religious/Gospel/Praise
 - 1950-2000
 - 2000-Current

The remaining five songs selected by the student may or may not be from the required repertoire list. One of these five, however, must be an original song (not from a previous level exam). This song may have been written for practicum, a course assignment, or some other occasion.

3. All songs must be accompanied on both guitar and piano. Students will also be asked to demonstrate retention of their Q-Chord or autoharp skills with the original five songs selected on Level II.
4. The student must be prepared to transpose any of their 3- or 4-chord songs to the following keys: G, A, C, D, E, or another of their own choosing.
5. The student must be prepared to demonstrate a modal improvisation using the keyboard/piano or guitar. The student should be prepared to demonstrate this in any mode requested.
7. At the time of the scheduled exam, the student must provide a typed list of all 60 songs chosen, identifying which songs are new for Level III (underline, bold, or place an asterisk by the title). Lead sheets must be submitted for any original or other selected songs that are not on the required repertoire list. These are placed in the student's file.

In summary, Level III, includes *all previous requirements for Level I and Level II exams, plus an original song, and a modal improvisation on keyboard/piano.*

GRADING: LEVEL III EXAM

RATING SCALE:

2 = PROFICIENT; 1 = ACCEPTABLE, but needs work; 0 = NOT DEMONSTRATED

Overall Musicianship	Piano	Guitar	Other	Overall
Accurate chord changes (1 or less mistake per song: 2, 2-4 mistakes per song: 1, and more than 4 mistakes: 0)				
Chord changes in tempo (2 or less mistakes per song and keeps going: 2, 3-4 mistakes: 1, more than 4 mistakes: 0)				
Tempo and accompaniment appropriate to song				
Appropriate introductions/endings				
Use of dynamics/expressivity				
Vocal intonation & support				
Vocal strength/balance with accompaniment				
Personal connection to the music (is meaning being communicated?)				
Memory of lyrics (1 or less memory lapse per song)				
Blues				
Use of chord inversions in piano accompaniments				
Use of secondary dominants				
Use of guitar barre chords				
Modal Improvisation				
Relaxation Facilitation				
Transposition				
Therapeutic presence (eye contact, engagement, interaction)				

OVERALL SCORE: _____

PASSING SCORE: 27/34 OR ABOVE—Note: A “0” score in any bolded category may constitute a failing grade.

MUSIC THERAPY PRACTICUM

Music Therapy Program Requirements

All music therapy majors are required to complete 180 hours of clinical field training. This will be primarily met through four semesters of Field Experiences (FE) in Music Therapy Practicum (MUSC 3331, 3332, 3333, and 3334), totaling nine credit hours.

Per AMTA requirements, these Field Experiences must include psychiatric, special needs, and geriatric populations. Placement in MUSC 3331 will begin upon successful completion of the Level II Exam. Placement in MUSC 3334 will proceed upon successful completion of the Level III Exam. Placements in Field Experiences are determined by the Clinical Training Director, based on student, supervisor, and site availability. Students are required to submit a Practicum Placement Scheduling Form at the end of the semester prior to the semester of placement. **Practicum should be a priority for all music therapy students.** Please create two-hour available time-blocks in your schedule and be prepared to be flexible in order to accommodate placement.

PROFESSIONAL MEMBERSHIP ORGANIZATIONS

USU Music Therapy Student Association (USUMTSA)

usumtsa.org

Utah Association of Music Therapists (UAMT)

uamt.org

Western Region, American Music Therapy Association (WRAMTA)

wramta.org

American Music Therapy Association (AMTA)

musictherapy.org

Professionalism begins now. It is assumed that students will involve themselves in the student, state, and national/regional professional associations. Affiliations with these organizations is an important part of your education and development of professional practice standards. Do not underestimate the impact of your voice and contributions beginning with USUMTSA!

Utah State University
Music Therapy Degree Program

REQUIRED REPERTOIRE LIST

Children/Young Children

1. A Whole New World (Aladdin)
2. Ants Go Marching
3. B-I-N-G-O
4. Baby Beluga (Raffi)
5. Baby Bumblebee
6. Baby Mine (Dumbo)
7. Bare Necessities (Jungle Book)
8. Bear Went Over the Mountain
9. Beauty and the Beast
10. C is for Cookie (Sesame Street)
11. Circle of Life (Lion King)
12. Do As I'm Doing
13. Down by the Bay
14. Farmer in the Dell
15. Five Little Monkeys
16. Five Little Speckled Frogs
17. Go the Distance (Hercules)
18. Hakuna Matata (Lion King)
19. Happy Birthday
20. Head, Shoulders, Knees and Toes
21. Hokey Pokey
22. How Far I'll Go (Moana)
23. How Much is that Doggy
24. Hush Little Baby
25. I Can Be Your Friend (Veggie Tales)
26. I Like Me
27. I See the Light (Tangled)
28. I've Got No Strings (Pinochio)
29. If You're Happy and You Know It
30. Itsy Bitsy Spider
31. Let It Go (Frozen)
32. London Bridge
33. Mary Had a Little Lamb
34. Mr. Sun
35. Old MacDonald
36. On Top of Spaghetti (Old Smokey)
37. Out There (Hunchback)
38. Part of Your World (Little Mermaid)
39. Pop Goes the Weasel
40. Reflection (Mulan)
41. Rock-a-bye Baby
42. Row, Row, Row Your Boat
43. Rubber Duckie (Sesame Street)
44. Shortnin' Bread
45. Somewhere Out There (American Tale)
46. The Wheels on the Bus
47. This Old Man
48. Twinkle Twinkle Little Star
49. Under the Sea (Little Mermaid)
50. When You Wish Upon a Star

51. You've Got a Friend in Me (Toy Story)

Traditional/Patriotic/Folk Songs

1. America the Beautiful
2. Battle Hymn of the Republic
3. Clementine
4. De Colores
5. God Bless America
6. God Bless the USA
7. Goodnite Ladies
8. Home on the Range
9. I've Been Working on the Railroad
10. My Bonnie Lies Over the Ocean
11. O Danny Boy
12. Oh Susannah
13. Red River Valley
14. She'll Be Comin Round the Mountain
15. Shenandoah
16. Skip to My Lou
17. Take Me Out to the Ball Game
18. This Land is Your Land
19. This Little Light of Mine
20. When the Saints Go Marching
21. You're A Grand Old Flag

Spiritual/Religious/Gospel/Praise

1. Amazing Grace
2. Be Still My Soul
3. Blessed Assurance
4. Come, Come Ye Saints
5. Down By the Riverside
6. He's Got the Whole World in His Hands
7. How Could Anyone (Libby Roderick)
8. How Great Thou Art
9. I Am a Child of God
10. I Need Thee Every Hour
11. I'll Fly Away
12. I Know that My Redeemer Lives
13. In the Garden
14. Jesus Loves Me
15. Just A Closer Walk With Thee
16. Kumbaya
17. Michael Row the Boat Ashore
18. Peace Like A River
19. Rock of Ages
20. Swing Low, Sweet Chariot
21. The Old Rugged Cross
22. What a Friend We Have in Jesus
23. Where Can I Turn For Peace?
24. You Raise Me Up

Older Adults (Ages 60-100)

1. April Showers
2. Back in the Saddle Again
3. Beer Barrel Polka
4. Bicycle Built For Two (Daisy Bell)
5. Bill Bailey
6. By the Light of the Silvery Moon
7. Bye Bye Blackbird
8. Climb Ev'ry Mountain
9. Country Roads
10. Do-Re-Mi
11. Don't Fence Me In
12. Don't Sit Under the Apple Tree
13. Down by the Old Mill Stream
14. Edelweiss
15. Five Foot Two
16. Fly Me to the Moon
17. For Me and My Gal
18. Getting to Know You
19. Happy Trails
20. Hello, Dolly!
21. Hey, Good Lookin'
22. I Could Have Danced All Night
23. I Walk the Line
24. I'm Forever Blowing Bubbles
25. I'm Lookin' Over a Four Leaf Clover
26. In the Good Old Summertime
27. King of the Road
28. Let Me Call You Sweetheart
29. Mairzy Doats
30. Moon River
31. Moonlight Bay
32. My Favorite Things
33. My Wild Irish Rose
34. Oh What a Beautiful Mornin'
35. Over the Rainbow
36. Pack Up Your Troubles
37. Que Sera Sera
38. Raindrops Keep Fallin' on my Head
39. Sentimental Journey
40. Shine On Harvest Moon
41. Side By Side
42. Singin' in the Rain
43. Sunrise, Sunset
44. Show Me the Way to Go Home
45. Tennessee Waltz
46. The Impossible Dream
47. The Sound of Music
48. Tomorrow (Annie)
49. What a Wonderful World
50. When Irish Eyes are Smiling
51. When It's Springtime in the Rockies
52. When the Red Robin Comes Bobbin
53. When You Wore a Tulip
54. When You're Smiling
55. Yellow Rose of Texas, The
56. You Are My Sunshine
57. Your Cheatin' Heart

58. Zip-A-Dee-Doo-Dah

1950-2000

1. And So It Goes (Billy Joel)
2. Banana Boat Song-Day-O (Harry Belafonte)
3. Blackbird (Beatles)
4. Blue Suede Shoes (Elvis)
5. Bridge Over Troubled Water (Simon & Garfunkel)
6. Don't Stop Believin' (Journey)
7. Don't Worry, Be Happy (Bobby McFerrin)
8. Fire and Rain (James Taylor)
9. Fun Fun Fun (Beach Boys)
10. Girl's Just Wanna Have Fun (Cyndi Lauper)
11. Hallelujah (Leonard Cohen/Jeff Buckley)
12. Here Comes the Sun
13. Hero (Mariah Carey)
14. Hey Jude (Beatles)
15. Hold On (Wilson Phillips)
16. Hound Dog (Elvis)
17. I Believe I Can Fly (R. Kelly)
18. I Can See Clearly Now (Johnny Nash)
19. I Don't Wanna Miss a Thing
20. I Hope You Dance (LeeAnn Womack)
21. I Just Called to Say I Love You (Stevie Wonder)
22. I Love Rock n Roll (Joan Jett)
23. I Will Survive (Gloria Gaynor)
24. Imagine (Beatles)
25. Jailhouse Rock (Elvis)
26. Johnny B. Goode (Chuck Berry)
27. Just the Way You Are (Billy Joel)
28. La Bamba (Ritchie Valens)
29. Lean on Me (Bill Withers)
30. Leavin' on a Jet Plane (John Denver or Peter, Paul, & Mary)
31. Let It Be (Beatles)
32. Livin' on a Prayer (Bon Jovi)
33. My Heart Will Go On (Titanic)
34. Ring of Fire (Johnny Cash)
35. Rock Around the Clock (Bill Haley & His Comets)
36. Sound of Silence (Simon & Garfunkel)
37. Stand By Me (Ben E. King)
38. Stayin' Alive (Bee-Gee's)
39. Surfing USA (Beach Boys)
40. That's What Friends Are For (Dionne Warwick)
41. The Dance (Garth Brooks)
42. The Gambler (Kenny Rogers)
43. The River (Garth Brooks)
44. Twist and Shout (Beatles)
45. Under the Boardwalk (The Drifters)
46. Unforgettable (Nat King Cole)
47. With a Little Help From My Friends (Beatles)
48. Yesterday (Beatles)
49. You've Got a Friend (James Taylor)
50. Wind Beneath My Wings (Bette Midler)

2000-Current

1. Bad Day (Daniel Powter)
2. Brave (Sara Bareilles)
3. Breathe (Anna Nalick)
4. Firework (Katy Perry)
5. Happy (Pharrell Williams)
6. Hey Soul Sister (Train)
7. Keep Your Head Up (Andy Grammer)
8. Perfect (Pink)
9. Roar (Katy Perry)
10. Stronger (Kelly Clarkson)
11. Superman (Five for Fighting)
12. The Climb (Miley Cyrus)
13. The Middle (Jimmy Eat World)
14. Try (Colbie Caillat)
15. Try (Pink)
16. Unwritten (Natasha Bedingfield)
17. When You Say Nothing At All (Allison Kraus)

Holiday

1. Frosty, the Snowman
2. It's Beginning to Look A Lot Like Christmas
3. Have Yourself a Merry Little Christmas
4. I Heard the Bells on Christmas Day
5. Jingle Bell Rock
6. Jingle Bells
7. Joy to the World
8. Let it Snow
9. O Come All Ye Faithful
10. O Holy Night
11. Rockin' Around the Christmas Tree
12. Rudolph, the Red-Nosed Reindeer
13. Santa Clause is Coming to Town
14. Silent Night
15. Silver Bells
16. The Christmas Song
17. White Christmas
18. Winter Wonderland

Cevasco-Trotter, A.M., VanWeelden, K., & Bula, J.A. (2014). Music therapists' perception of top ten popular songs by decade (1900s-1960s) for three subpopulations of older adults. *Music Therapy Perspectives*, 32(2), 165-176.

INTERNSHIP AND GRADUATION



CLINICAL INTERNSHIPS

The music therapy student must complete a six-month (1040 hours) clinical internship at an AMTA National Roster approved clinical training facility, or an approved University Affiliated clinical training facility, under the supervision of an AMTA approved clinical training director in order to graduate. The student must also enroll in Music 4340, Clinical Internship in Music Therapy, during the last semester of their academic program. Initially the student will be given an “Incomplete” in the course, until the internship is completed and the student’s grade changed to either Pass/Fail, accordingly.

There are many clinical training sites throughout the country that serve a variety of client populations. Many offer interns benefits including meals, housing, and stipends - however, some do not. A complete file of all AMTA National Roster Internships is maintained in the Music Therapy Resource room, and are also posted on AMTA’s website.

The selection of one’s clinical internship site is very important and must be based on several factors. Professors Hearn or Professor Winger will counsel each music therapy major during this important process. Specific application guidelines will be provided to the therapy major during this important process. Some important AMTA guidelines to know at this time are as follows:

- ◆ The student must have completed ALL required academic coursework at the university prior to beginning internship. This includes ALL requirements (i.e.: musicianship proficiency, as well as successful completion of coursework). There are no exceptions!!
- ◆ The student must begin the residential music therapy internship within 24 months of completion of AMTA required coursework.
- ◆ The student must not have more than four active applications in progress at any one time.
- ◆ Some internship sites require applications to be submitted 12-18 months prior to the date the applicant will be eligible/ready for internship. Please be aware of specific application guidelines and dates unique to the site for which application is being made.

An important factor in selecting an appropriate internship site is the client population served at that site. The student should intern at a site in which she/he will gain experience working with the type of clients the student plans to work with after internship. The student is encouraged to identify their preferred population for internship by the senior year of courses. Dr. Hearn and Professor Winger will counsel with the student in arriving at this decision.

The student should realize that everyone is not suited for working with all client populations. The student's level of interest in working with a specific population may not be enough. Factors such as the student's functional music skills, interpersonal skills, understanding of psychological principles, creativity, and clinical skills should be considered in determining what type of setting the student would best be able to function as an effective therapist. The student will discuss these issues with Professor Hearn during this important decision making process.

GRADUATION

After successful completion of the internship, a student is awarded a Bachelor of Science Degree in Music Therapy. A student may choose to return to USU following the successful completion of their internship and participate in graduation exercises at that time. Or, as is often the case, a student may wish to 'walk' at graduation during the semester in which they complete their academic program prior to their internship. Please counsel with the Caine College of the Arts Advising Center to ensure the following guidelines are met:

- (1) In completing the Application for Graduation packet, the student must indicate the semester in which they will COMPLETE their internship as their date of anticipated graduation, not the semester in which coursework is completed.
- (2) While the student is permitted to 'walk' at graduation exercises during the semester in which they complete their coursework, they must understand that their name will *not* appear in the commencement program. The student's name will be included in the program that is prepared for the graduation exercise that takes place during the semester in which their internship is completed.
- (3) If a student wishes to obtain a copy of the commencement program that will include their name, they must contact the Registrar's Office and request that such will be sent to them at the time their diploma is mailed to them.
- (4) The student must be responsible for verifying that the Registrar's Office has their current and correct mailing address on file for receiving their diploma and graduation exercises materials.

SENIOR RECOGNITION NIGHT

The Friday night before Commencement will be designated as Senior Recognition Night. Seniors, their family and friends, and other music therapy students, are invited to attend. The specific time and location will be designated during the month of April.

UTAH STATE UNIVERSITY
Music Therapy Internship Recommendation Form

[SAMPLE FORM]

TO: Clinical Training Director

RE: Internship Application for **[Student]**

The following information provides a general profile of the student who is making application for internship placement at your site. Additional specific competency-based comments are also provided. If for some reason this type of recommendation is unsatisfactory for your facility, please inform me so that a placement opportunity for the student is not jeopardized. This student will complete all academic requirements and will be eligible to begin an internship as of **[DATE]**

EVALUATION KEY

- | | | | |
|----|---|---------------|---|
| 1 | = | Poor | AMTA Competencies not demonstrated. |
| 2 | = | Fair | Student demonstrates below-average competence and needs improvement. |
| 3 | = | Average | Student demonstrates general competencies in this area. While the student should continue to develop these skills, a rate of "3" does not indicate a problem. |
| 4. | = | Above Average | The student demonstrates AMTA Competencies in this area which are better than those of the average pre-internship student. This rating indicates a strength. |
| 5 | = | Excellent | The student exceeds expectations of AMTA Competencies in this area for a pre-internship student. |

A. PROFESSIONAL/PERSONAL BEHAVIOR

1.	Enthusiasm & interest in music therapy	1	2	3	4	5
2.	Desire for self-improvement	1	2	3	4	5
3.	Receptivity to supervision	1	2	3	4	5
4.	Courtesy & cooperation with staff, patient/others	1	2	3	4	5
5.	Emotional stability	1	2	3	4	5
6.	Dependability	1	2	3	4	5
7.	Maturity	1	2	3	4	5
8.	Self-Motivation/Initiative	1	2	3	4	5
9.	Assertiveness	1	2	3	4	5
10.	Communication	1	2	3	4	5
11.	Creativity	1	2	3	4	5

B. ACADEMIC COMPETENCIES: MUSIC THERAPY CORE COURSEWORK

Course assignments and activities	1	2	3	4	5
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C. PRE-INTERNSHIP COMPETENCIES

Application of music therapy techniques	1	2	3	4	5
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D. FUNCTIONAL MUSIC COMPETENCIES

1. Guitar	1	2	3	4	5
2. Piano	1	2	3	4	5
3. Voice	1	2	3	4	5

GENERAL COMMENTS:

Date: _____

Maureen C, Hearn, Ph.D, SCMT, MT-BC
Fellow, Association for Music and Imagery
Associate Professor: Director of Music Therapy

Caine College of the Arts / Department of Music
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Utah State University
College of Humanities, Arts, and Social Sciences
MUSIC 4340
Clinical Internship in Music Therapy
(2 Credit Hours)

COURSE DESCRIPTION

This course constitutes a six-month resident internship at an approved AMTA or University-affiliated internship site.

GRADING

Pass/Fail grading will be based on completion of the requirements for MUSC 4340 and the internship site. During the time a student is enrolled in MUSIC 4340 a grade of “I/F” recorded on the student’s transcript. This grade will be changed when all reports and evaluations are received and assessed at the end of the internship.

REQUIREMENTS (USU)

(1) Monthly Check-In – a brief “progress report/check-in” is required each month of the internship. (A formal Clinical Report required after three and six months takes the place of the “monthly check-in” during that time period.) You should provide a brief overview of your progress-to-date and identify any areas of concerns that you might have. It is important to maintain clear and open communication with your academic program director, as well as with your internship director. These individuals work as a team to ensure that you have the best possible internship experience available!

(2) Clinical Reports (two) – one due at the end of three months and the other due at the end of the six-month training period. This report should be concise and does not need to exceed 3-4 pages, typed, double-spaced. As these reports will be placed in your student file, we ask that you send a hard copy via regular postal mail.

Three-Month Report

Describe your work and experiences while including the following:

1. Orientation and in-service procedures.
2. Settings in which sessions are conducted.
3. Instruments and materials available.
4. Types of client groups; size of groups.
5. Types of individual sessions.
6. Types of interventions you are applying.
7. Amount and type of supervision you are receiving.
8. Major personal goals you have for the next three months.

Six-Month Report

Describe your work and experiences including changes that you have noticed in the clients with whom you have worked. Briefly answer the following questions:

1. Describe your growth as a therapist over the six-month period.
2. List two or three skills, which you feel you, have greatly improved during internship.
3. What skills do you feel you are still lacking?
4. What experiences were the most valuable to you?
5. What type of supervision does you feel you received from the clinical training director and/or other board certified music therapists who were directly responsible for your training/supervision?
6. Which aspects of your work were your favorite and least favorite?
7. Which groups or individual sessions were your favorite and least favorite?
8. What do you consider to be your strengths as a music therapist?
9. Overall, how do you rate your internship site? Please specifically provide strengths and weaknesses, if any.
10. Any additional comments, concerns, suggestions, etc. you'd like to address.

- (3) Case Study - due at the end of the internship. The following format is suggested: (Note: This assignment may be amended or changed by your internship director.)

- I. CLIENT HISTORY – diagnosis, description, age, sex, etc.
- II. BRIEF HISTORY OF CLIENT – family/personal background, significant life experiences, career, etc.
- III. TREATMENT AIMS (general)
- IV. INTERDISCIPLINARY – other professionals working with the client
- V. MUSIC THERAPY SERVICES
 - a) Goals and Objectives
 - b) Treatment Procedures (include a rationale for the procedures/intervention)
 - c) Evaluation Procedures
 - d) Termination/Referral Procedures
 - e) Results (include graphed data)

- (4) Group Narrative – due at the end of the internship. (Note: This assignment may be amended or changed by your internship director.)

This paper will describe your work with a particular clinical group during the six-month internship period. In most cases, this will be a group that you will co-facilitate/facilitate throughout the six-month internship, or facilitate during the last three months of the internship. Include a brief description of the clients and the types of activities/interventions you provided. Support your treatment protocol by referencing current literature. Explain how your treatment procedures evolved and/or changed during the six-month period, or for the amount of time you worked with this particular group. Discuss what have you learned about group therapy/processing. Also, briefly discuss client responses to the music experiences/interventions and any behavioral changes noted, either for the group as a whole or for an individual client. Identify your strength and weaknesses as a music therapist in facilitating the group process. This paper should adhere to APA requirements.

REQUIREMENTS (Clinical Training Site)

Each clinical training center has different requirements for their interns. It is the student's responsibility to find out how he/she will be evaluated. The internship director will submit a three-month (mid-evaluation) and six-month (final) evaluation of the student's work as an intern, and indicate whether or not the internship has been successfully completed. Upon successful completion of the six-month internship experience the student will have fulfilled the requirements for graduation and be eligible to sit for the national certification board examination for music therapists.

NATIONAL CERTIFICATION FOR MUSIC THERAPISTS: With successful completion of the clinical internship the student will have fulfilled the degree requirements for graduation and be eligible to sit for the national certification board examination for music therapists. This exam is administered by the Certification Board for Music Therapists (CBMT).

After receiving and evaluating all final paperwork required for MUSIC 4340 (Clinical Internship in Music Therapy) a 'Change of Grade' will be submitted to USU Registrar's Office. Your degree will be officially conferred and posted on your university transcript as that request becomes processed by the Registrar. *When you are ready to sit for the national certification examination, please apply online through the CBMT website. It is not necessary to wait until your final internship grade and degree have been posted to your transcript. CBMT will directly contact the Academic Program Director to verify your eligibility.* It is recommend that you plan to take the examination as soon as possible. If more than two years have elapsed since you completed your coursework, you may be required to take additional coursework before being eligible to sit for the exam. Once you have obtained board certification I hope you will always maintain this status and honor the profession and degree you have obtained. *May you discover a very successful and rewarding career as a professional board-certified music therapist.*

CONGRATULATIONS!

SUBMISSION OF REPORTS, EVALUATIONS, ETC:

All materials should be sent to:

Maureen C. Hearn, PhD, SCMT, MT-BC
Fellow, Association of Music and Imagery
Associate Professor; Director, Music Therapy
Utah State University / Caine College of the Arts
Department of Music - 4015 Old Main Hill - Logan, UT 84322-4015

Please note: *If at any time during your internship you have any concerns about anything, please don't hesitate to contact me by e-mail or phone!*

E-mail: maureen.hearns@usu.edu
Office : 435-797-3009
Cell/Text : 435-770-8884