



## Board of Trustees

### Academic and Student Affairs Committee

9:30 AM

June 25, 2020

Via Zoom

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**1. Call to Order**

Trustee Martin

**2. Approval of Minutes**

April 30, 2020

Trustee Martin

**3. Items for Action**

Motion: New Program LOI: Music Therapy

Dr. Diane Prusank

**4. Items for Information**

Commuter Students: Follow up Questions or Discussion

Dr. Gloria Lopez

Shannon Broderick

Westfield State Experience Update

Mr. Junior Delgado

Dr. Kelly Hart

Dr. Enrique Morales-Diaz

**Attachment(s)**

- A. Minutes, 04/30/2020
- B. Program Approval (Slideshow)
- C. Motion- New Program LOI: Music Therapy
- D. Music Therapy Program Letter of Intent and Information
- E. Commuter Students (Slideshow)
- F. Westfield State Experience (Slideshow)
- G. Westfield State Experience Information Packet



## BOARD OF TRUSTEES

Academic and Student Affairs Committee

April 30, 2020

Minutes

### Meeting held virtually via Zoom

In accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

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**MEMBERS PARTICIPATING REMOTELY:** Committee Chair Martin, Vice Chair Martinez-Alvarez, Secretary Magovern, Trustees Neves, Sullivan and Williams

**TRUSTEE GUESTS PARTICIPATING REMOTELY:** Trustees Alvarado, Landrau, and Queenin

Dr. Ramon S. Torrecilha, President of Westfield State University, was also participating remotely.

The meeting was called to order at 8:30 AM by Trustee Martin, who stated there would be two action items and updates on remote learning and student engagement.

**MOTION** made by Trustee Martin, seconded by Trustee Martinez-Alvarez, to approve the minutes of the February 6, 2020 meeting.

**ROLL CALL VOTE** taken:

Trustee Magovern	Abstained	Trustee Neves	Yes
Trustee Martin	Yes	Trustee Sullivan	not audible
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes

**Motion passed unanimously.**

Motions for Tenure and Promotion: Dr. Diane Prusank, Provost and Vice President for Academic Affairs, referred Trustees to the summary of the purpose, eligibility criteria and evaluation process for tenure and promotion. The evaluation process spans the full academic year and involves many individuals, including the department chairs, faculty on the personnel committee, deans, and staff in the office of Academic Affairs. Provost Prusank presented each candidate for tenure in an abbreviated form with a fuller description of all candidates' qualifications to be given at the full board meeting.

**MOTION** made by Trustee Martin, seconded by Trustee Magovern, to approve the granting of tenure with automatic promotion, effective September 1, 2020, to:

Dr. Leonardo Andrade  
Dr. Maria del Mar Farina

Psychology  
Social Work

Dr. Christopher Gullen	Communication
Dr. Phillip Hart	Economics and Management
Dr. Jesse Johnson	Mathematics
Dr. Erica Morin	History
Dr. Dristi Neog	Geography, Planning, and Sustainability
Dr. Mark Nimkoff	Communication
Dr. Kimberly Sherman	Economics and Management
Dr. Shirley Wong	English

To approve the granting of tenure, effective September 1, 2020, to:

Dr. Karen Sladyk	Health Science
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Discussion: Trustee Martin stated this is the first year that all the college deans were able to participate in the evaluations for their faculty, which is a critical part of the process, giving the deans a better understanding of their colleges. They are also engaged with mentoring and working with chairs on faculty development.

**ROLL CALL VOTE** taken:

Trustee Magovern	Yes	Trustee Neves	Yes
Trustee Martin	Yes	Trustee Sullivan	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes

**Motion passed unanimously.**

Provost Prusank presented the candidates for promotion, giving brief descriptions of qualifications.

**MOTION** made by Trustee Martin, seconded by Trustee Magovern, to approve the granting of promotion to the rank of Professor, effective September 1, 2020, to:

Dr. Gabriel Aquino	Sociology
Dr. Mary Brown Bonacci	Music
Dr. David Christensen	Biology
Dr. Brian Conz	Geography, Planning, and Sustainability
Dr. Rachel Gibson	Music
Dr. Hugh Jo	Political Science
Dr. Megan Kennedy	Education
Dr. Rebecca Morris	Economics and Management
Dr. Aaron Reyes	Chemical and Physical Science
Dr. Brian Rizzo	Criminal Justice
Dr. Makoto (Max) Saito	Communication
Dr. Catherine Savini	English
Dr. Karen Sladyk	Health Sciences
Dr. Rosemary Sullivan	Social Work

To approve the granting of promotion to the rank of Associate Professor, effective September 1, 2020, to:

Dr. Tracy McLeod	Education
Dr. Miriam Tager	Education

Discussion: At Trustee Martin's request, Provost Prusank spoke to the mentoring and support that faculty receive in the period leading up to the significant tenure and promotion process. She stated that annual contract renewal evaluations promote mentoring throughout the entire process by engagement with the department chair as they observe classes and have briefings, and by bringing peers together for observations. A year-long series of meetings with first-year faculty has been created and second- and third-year faculty have been invited to meet with each other and other individuals. These meetings help new faculty understand the programs available and bolsters the mentoring process.

**ROLL CALL VOTE** taken:

Trustee Magovern	Yes	Trustee Neves	Yes
Trustee Martin	Yes	Trustee Sullivan	Not audible. Disconnected 8:54AM
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes

**Motion passed unanimously.**

Remote Learning and Student Engagement amid COVID-19. Provost Prusank gave an update on remote learning and expressed appreciation for the entire campus adapting.

- Operational Adjustments have been made by the Center for Instructional Technology, Media Services, Academic Technology Services, and Academic Information Services. All of these departments worked tirelessly to move the campus online by supporting Blackboard and Zoom, distributing laptops and Wi-Fi, and handling support calls.
- Faculty rose to the challenge of the adjustments needed to take in-person classes to online learning. There is thoughtful and encouraging work taking place in each department.
- There has been continued support and continuity to students through remote tutoring, the Center for Reading and Writing, the Banacos Academic Center, and STEM tutoring.
- Virtual academic events are still taking place such as a lecture by Dr. Craig Hendrix, an Earth Day Zoom Session and the Celebration for Undergraduate Research and Creative Activity (CURCA) happening remotely tomorrow. Trustee Sullivan reconnected to the meeting at 9:09 AM.

Dr. Gloria Lopez, Vice President for Student Affairs, shared strategies being used for new opportunities to engage students and help them feel connected to campus life while living off campus. She expressed appreciation for the innovative ways the entire Student Affairs team continued to involve students.

- Communication for high levels of support as students transitioned to remote learning included emails, phone calls, social media, webpage updates, Student Affairs blog, and Zoom meetings.
- Highlights were shared of how each of the following departments were connecting with students: Student Activities and Clubs, SGA Executive Council, Career Center, Counseling Services, Residential Engagement, Public Safety, and Athletics.

It was questioned whether any adjustments were being made to grading due to classes changing from in-person to virtual. Provost Prusank answered that the University governance system had put forth a proposal to expand the provisions of the Pass/Fail Policy to create a temporary change for the spring semester to include expanded courses and to extend the deadline to select pass or fail. Students can see their final grade before selecting the pass/fail option. The only courses excluded are courses that are submitted for licensure and accreditation. A copy of the revisions will be sent to the Trustees.

Commuter Student Experience. Ms. Shannon Broderick, Director of Student Conduct, was introduced and spoke to the differences in the populations of resident and commuter students as it relates to retention efforts, sharing the following data points.

- Most upperclassmen are commuter students.

- Graduation and retention rates for first time-full time, housing status, and Pell eligible students was shown. The gap in retention between residential and commuter students is decreasing.
- Virtual and on-campus engagement opportunities for commuter students were presented.
- Results of a commuter survey from the winter of 2020 were shared, with 640 commuter students participating. Based on their feedback, we now have to work to enhance their experience to support retention efforts and connect them to the University, as 79% of commuters do not attend campus events.
- FY21 programming and engagement (both virtual and on-campus) ideas were shared.

There being no further business, **MOTION** made by Trustee Magovern seconded by Trustee Martinez-Alvarez, to adjourn.

**ROLL CALL VOTE** taken:

Trustee Magovern	Yes	Trustee Neves	Yes
Trustee Martin	Yes	Trustee Sullivan	Not audible. Disconnected.
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes

**Motion passed unanimously.**

Meeting adjourned at 9:52 AM.

Attachments presented at this meeting:

- a. Minutes of February 6, 2020
- b. Tenure and Promotion Criteria
- c. Motion: Tenure
- d. Tenure- Recommendations & Justifications
- e. Motion: Promotion
- f. Promotion- Recommendations & Justifications
- g. Remote Learning Student Engagement Presentation
- h. Student Engagement Spring 2020 Presentation
- i. Commuter Students Matter Presentation

**Secretary's Certificate**

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic and Student Affairs Committee meeting held on April 30, 2020.

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Robert Magovern, Secretary

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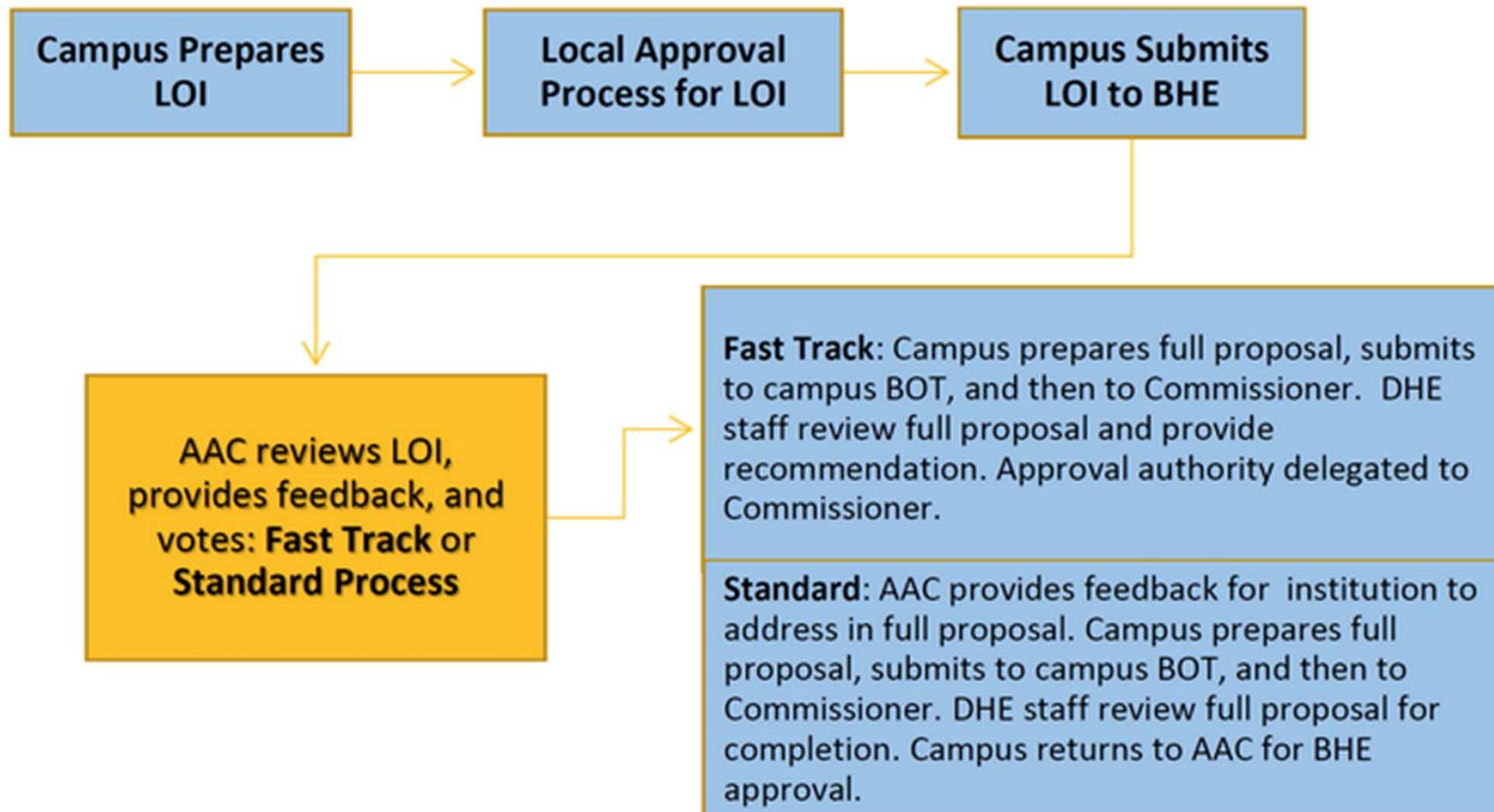
Date

# Program Approval Process



[westfield.ma.edu](http://westfield.ma.edu)

**Westfield**  
STATE UNIVERSITY





## Board of Trustees

June 25, 2020

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### MOTION

To approve the attached Letter of Intent for the  
Bachelor of Music in Music Therapy

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Kevin R. Queenin, Chair

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Date

## MEMORANDUM

**TO:** Dr. Ramon S. Torrecilha, President  
**FROM:** Dr. Diane T. Prusank, Provost and Vice President, Academic Affairs  
**DATE:** June 10, 2020  
**SUBJECT:** Letter of Intent, Bachelor of Music in Music Therapy

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On behalf of the Department of Music, I am pleased to provide you with the attached Letter of Intent for a Bachelor of Music in Music Therapy for submission to the Board of Trustees. The proposed program is aligned with the *Westfield State Strategic Plan 2019-2024*, representing an expansion of options from our renowned National Association of Schools of Music (NASM) accredited music program, and continues our expansion of offerings in the health professions. An American Music Therapy Association (AMTA) approved Bachelor of Music in Music Therapy prepares students for employment as board-certified music therapists, combining traditional coursework, experiential learning, and real-world clinical experience in partnership with community institutions. The program is designed with a focus on both WSU and the Commonwealth's commitment to the equity agenda and student success, taking full advantage of alignment with key components of *The Westfield State Experience*.

### **Intent and mission**

The community-oriented music therapy program will produce professional music therapists who contribute to the social and cultural health of the community while fulfilling an economic need in the health professions, supporting Westfield State's mission, vision and values. The program is aligned with the state's equity agenda and the *Westfield State Strategic Plan 2019-2024* goals to create academic programming that builds on liberal arts tradition, provides focus on career pathways and maintains accessibility. Specifically, the B.M. in Music Therapy will increase access for underserved populations to a healthcare profession that offers economic stability, personal fulfillment, and community building. As the only public university in New England to offer this

degree, Westfield State will be the sole point of affordable access to the B.M. in Music Therapy. We will recruit intensively through our partnerships in Holyoke and Springfield, aligning the program with options for participants in *The Westfield Promise* early college program and using transfer agreements to create guided pathways from community colleges. Importantly, the program is designed to avoid privileging a traditional Western-European preparatory model and the barrier that a requirement for formal music training can create by integrating more organic music experiences including improvisation, learning by ear, and expertise in nonsymphonic instruments.

### **Demand and Enrollment Projections**

Board-Certified Music Therapists are health professionals employed in a plethora of healthcare and education settings, including substance abuse programs, oncology treatment centers, hospice and palliative care centers, and special and developmental education programs. Within the program development period, our music department has already created partnerships for clinical training with thirteen institutions, including Westfield High School's Developmental Learning Program and Baystate Medical Center's Adult Psychiatric Unit.

Research by EMSI and EAB, noted in the LOI, indicate this is an area for job growth in the Northeast region. Employers in the area have difficulty finding qualified applicants. EAB data found approximately 58 job postings per month relevant to music therapy in the northeast region while only about 44 qualified music therapy candidates graduate in all of New England each year. EAB market analysis indicates job growth in music therapy is on par with other growth professions in general at 6%, and in key areas at a rate as high as just under 14%. The *Labor Market Blue Print for the Pioneer Valley* indicated high need areas including health care and education, primary sectors for employment of music therapists.

Experts in the field also note that growth in job opportunities follows the work of AMTA-approved education programs. Only two such undergraduate programs exist in all of the New England area. Both existing programs in the commonwealth carry a tuition and fee payment of approximately \$40,000 per year while Westfield State's is nearly a quarter of this cost. The highest enrolling program (42 graduates in AY 18-19) is in Boston and the other MA program is low enrolled with no strong music program as its base. The reasonable cost of our program, the strong existing music

and health profession programs, along with our diversity and inclusion focused music therapy curriculum, including unique work in contemporary and world music along with clinical improvisation, will attract students from a variety of high schools and community colleges.

We project a progressive enrollment increase over the first five years of the program, reaching the reasonable target of an incoming class of 12 full-time day students each year. We anticipate modest additional growth from transfer, part-time, and post-bacc enrollment.

**Academic Content and Accreditation** (See attached curriculum template)

The proposed Bachelor of Music in Music Therapy is a competency-based program that provides the educational and clinical experiences necessary to qualify graduates to sit for the board-certification exam administered by the Certification Board for Music Therapists. Students complete 120 credits grounded in our liberal arts core curriculum, supported by our outstanding NASM-accredited music program, while engaging in progressive clinical work and a subsequent non-credit six-month AMTA-required internship. Within the 120-credit program, students complete a required five semester sequence of clinical placements, exposing them to varied settings for the practice of music therapy and giving them time in the process to understand the settings best aligned with their professional goals. In concert with the growth of digital music production, the program provides students with the most up-to-date skills via coursework in music technology and application of digital production in the two-part clinical Improvisation sequence.

Institutions with music therapy degree programs must be accredited by the National Association of Schools of Music (NASM), a process which includes a thorough review of the music therapy curriculum, the music department, and all other institutional resources relevant to the music therapy program. In addition, the American Music Therapy Association must grant approval for music therapy degree programs. This process includes an independent review by the AMTA Academic Program Approval Committee to ensure that all music therapy competencies and clinical training requirements are met. Only students who complete an AMTA-approved music therapy degree program are eligible to sit for the Board-Certification Exam for Music Therapists. NASM accreditation and AMTA approval are both necessary, and the two approval processes are concurrent but independent of the other.

## **Resources**

Because the proposed B.M. in Music Therapy builds upon existing programs, it requires minimal additional resources to mount. The majority of courses will take place in existing spaces within the Catherine Dower Center for Performing and Visual arts, taking full advantage of this newly redesigned building and expansion of studio and rehearsal space as well as upgraded equipment. Seventy-five percent of the curriculum is currently on the regular schedule of the university with space available in these courses. The newly proposed coursework will be covered within an existing full-time faculty line. By year three of the program, additional funding will be needed for supervision of clinical experiences and by year five, if enrollment projections hold, there will be need for part-time faculty to add sections of some required coursework. The department seeks approximately \$3000 to mount the program to cover the annual accreditation fee, some musical instrument purchases and marketing costs. All other resources are absorbed into current budgets/programming.

In summary, the proposal for the B.M. in music therapy utilizes a rigorous, progressive curriculum to attract and engage a diverse population of students to prepare for a career in the health professions. As the only such program at a public institution in the Northeast region, we anticipate that we will not only attract a new population of students to this major, but that our graduates will have a critical impact on diversifying the profession as a whole.

Thank you for your consideration of this letter of intent.

**PHASE I: LETTER OF INTENT TEMPLATE  
FOR BOARD VOTE ON APPROVAL PROCESS**

Review Guidelines Prior to Submitting Materials

<https://www.mass.edu/foradmin/academic/publicnewdegrees.asp>

Information should be typed directly into the boxes below, which will expand. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) and Strategic Planning Committee (SPC) of the Board of Higher Education (BHE).

*Submissions are required to be in MS Word format. Please direct the completed to:  
[awilliams@dhe.mass.edu](mailto:awilliams@dhe.mass.edu).*

**Proposed Degree Title and Intent and Mission of the Program (200 words):**

Bachelor of Music in Music Therapy

Our mission is to provide high-quality, culturally responsive, and financially accessible training in music therapy in a career-focused music degree program leading to board-certification as a professional music therapist. Traditional coursework, experiential learning, and real-world clinical experience in partnership with community institutions are combined in a developmentally-informed sequence to support student success. We engage students directly in the process of music therapy treatment planning and implementation with individualized mentorship from a board-certified music therapist as they work collaboratively to address real-world clinical issues in ways that directly link their traditional coursework on theory with the practice of clinical music therapy.

We aim to prepare students for employment as board-certified music therapists who creatively combine highly developed musical skill, knowledge, and artistry with current research from music therapy, psychology, neuroscience, health sciences, and education for highly effective music therapy practice with a wide range of clinical populations and settings. Students will develop the relational awareness, empathy, and reflexivity necessary to work therapeutically in a way that reflects a community-oriented respect for diversity, equity, and inclusion. Graduates will be prepared for sustainable careers as music therapists, having developed skills for professional resilience and lifelong learning for professional development.

**Proposed CIP Code:** 51.2305

**Chief Academic Officer (CAO) Name and Title:**

Dr. Diane Prusank, *Provost*

**CAO Phone Number:** (413) 572-5214

**CAO Email:** [dprusank@westfield.ma.edu](mailto:dprusank@westfield.ma.edu)

**Has the Chief Academic Officer reviewed this LOI? Yes**

**Date LOI was approved by governing authority:** TBD

#### **A. Alignment with Massachusetts Goals for Public Higher Education**

The FY19 BHE Equity Statement (<https://www.mass.edu/strategic/equity.asp>) provides campuses with insight into the next iteration of the system-level plans.

1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?

In presenting this proposal, we acknowledge the challenges and uncertainty facing higher education in the context of the COVID-19 pandemic. We have worked to be responsive to these new concerns, and address them in this Letter of Intent.

The Bachelor of Music in Music Therapy at WSU addresses institutional gaps in opportunity and achievement because there are currently no public universities in Massachusetts, and New England more broadly, with music therapy degree programs. It is a career-oriented professional music degree leading to eligibility for the professional credential Music-Therapist – Board-Certified (MT-BC), a profession with high growth trends in student enrollment and employment.<sup>1</sup> There is significant economic need for this program, which would be the only public option for studying music therapy in MA. For more details regarding alignment with campus goals, see Item B.1.

Affordability is a significant barrier to improving diversity and inclusion of underrepresented persons in the profession of music therapy. Minority communities are disproportionately underrepresented in institutions of higher education and are underrepresented in the community of professional music therapists, with 88% identifying as white/Caucasian/European<sup>2</sup>. The music therapy program at WSU will support a culturally, racially, and economically diverse group of students that more accurately reflects the diversity of clients served by music therapy. To do this, we are crafting partnerships with community music schools and high schools in traditionally underserved areas including Holyoke and Springfield, MA. Additionally, the music therapy program will place an emphasis on music skills like improvisation, learning by ear, and expertise in nonsymphonic instruments, which will improve inclusivity for students with fewer pre-collegiate opportunities for formal music training in the Western-European model.

<sup>1</sup> Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37, 196–204. See Item A.4 for more details.

<sup>2</sup> American Music Therapy Association (2018). *2018 AMTA Member Survey and Workforce Analysis*. Silver Spring, MD: Author

The affordability gap for music therapy education is likely to widen in the aftermath of the COVID-19 pandemic. Students who wish to study music therapy are likely to be looking for a more affordable option, which does not currently exist in MA.

To support equity, the curriculum will integrate opportunities for early college and community college transfer students (see below). Additionally, we will address the opportunity and achievement gap for students enrolled in the program by using mentored learning through clinical supervision, focused advising beginning with the formulation of a comprehensive plan of study in the student's first semester, and applied experiential learning in community institutions.

Since improving equity in music therapy education is a priority of this program, we have made a number of efforts to maximize accessibility to students. The degree requirements are limited to 120 credit hours.

**Community College Transfers:** Students who earn an A.A in Music with prescribed core courses at a community college may complete the BM in Music Therapy in four semesters plus internship. An articulation agreement with Holyoke Community College has been drafted, and we will move forward with approval after the BM in Music Therapy is approved.

**Westfield Promise Early College Program:** Students who participate in the Westfield Promise program are able to complete courses that will reduce their time to the BM in Music Therapy by one full academic year. More details, including sample course plans, are available upon request.

**Admission to MA in Mental Health Counseling:** Students who complete the proposed BM in Music Therapy at Westfield State with a minimum GPA of 3.5 are eligible to apply for the MA in Mental Health Counseling with the graduate examination requirement waived.

**Post-Baccalaureate Program:** For students who already have a bachelor's degree, we will have a Post-Baccalaureate Music Therapy Program designed to take two years plus internship. In this program, students complete the equivalent of all requirements for the BM in Music Therapy. Completion leads to eligibility to sit for the Music Therapy Board-Certification Exam to earn the professional credential Music Therapist – Board-Certified.

**Inclusive Education:** We are developing two avenues for inclusive education in collaboration with WSU's Inclusive Concurrent Enrollment Initiative (ICEI) program, which serves students with intellectual and developmental disabilities, age 18-21. In addition to inviting ICEI students to enroll in introductory music therapy coursework, we are also developing a music therapy group where music therapy practicum students work collaboratively with ICEI students to focus on self-determined therapeutic goals through music for improved well-being and social inclusion.

**Challenges to Equity:** We acknowledge that the proposed music therapy program presents several challenges to equity. These are addressed here:

**Internship:**

According to requirements set forth by the American Music Therapy Association (AMTA) and Certification Board for Music Therapists (CBMT), all students must complete a music therapy internship at an approved internship site, usually 6-months full-time. As per AMTA requirements, the internship must come after all other entry-level music therapy requirements have been fulfilled. This means that in an undergraduate degree, the internship must come after all other coursework has been completed. These current standards for the internship in undergraduate music therapy degree

programs were reaffirmed by the AMTA Board of Directors in 2018 (more detail is available upon request). We acknowledge that the Music Therapy Internship creates challenges to student equity, and have worked to minimize the burden that it poses for our students in the following ways:

**1) Internship Scholarships and Stipends:** Some approved Music Therapy Internships provide free housing to music therapy interns, and others carry stipends of up to \$5,000, which can offset the cost of housing during internship. Professional Music Therapy organizations also award scholarships to music therapy interns. We will work with our students to target internship sites and scholarships that fit the student's needs. Additionally, the music department at WSU has prioritized developing scholarships for our music therapy students to further reduce the financial burden of internship for students who have a financial need.

**2) Internship credit load:** Since the internship typically lasts 6 months, students register for internship during two terms: Summer and Fall semesters, or Spring and Summer semesters. In our proposed program, the internship will be a required course with variable credits from 0-12. The internship is completed off-site and conducted by the facility's Internship Director independent of WSU. WSU carries no responsibility for the administration of the internship beyond receipt of the students' Final Clinical Skills Evaluation, by which we affirm their successful completion of all Internship requirements. Since WSU has no involvement, it follows that the course should carry a 0-credit load. This proposal also means that students are not required to pay tuition or fees during semesters that they are only enrolled in internship, reducing the financial burden for students.

We recognize that some students may need to be eligible for full-time student status while completing their internship in order to access benefits like additional student loans and student health insurance, and that this need may outweigh the cost of tuition. For these students, students may elect the 6- or 12-credit option for the variable credit internship during the Fall or Spring semester of their internship, depending on the student's housing and financial aid needs. These 6- and 12-credit options carry additional assignments administered by the Music Therapy program at WSU, reflective of the increased credit load. Students in need of loans can register for 6 credits, the minimum number of credits to qualify for loans. An additional benefit of being enrolled in at least 6 credits is that all student loans remain in deferral. Day students may apply for XRG status to become part-time students, while still being eligible for housing.

**3) If a student completes all other degree requirements but does not complete internship:**

If a student decides late in their degree that they no longer want to pursue music therapy as a profession, they may decide not to complete the internship and instead earn a Bachelor of Arts in music. A student who completes all coursework required for our proposed BM in Music Therapy degree other than internship will have already completed all requirements for the BA in Music.

If a student does want to pursue music therapy as a profession but is unable to complete the internship right away, we would advise the student to graduate with a BA in Music. When they are ready to complete their internship, they complete the internship as a continuing education student in our Post-Baccalaureate Music Therapy Equivalency program. Upon completion of the internship, our music therapy program coordinator conveys their eligibility to the Certification Board for Music Therapists. The student would not earn a new music therapy degree, but is eligible to sit for the music therapy board-certification exam and may earn the credential Music Therapist – Board-Certified.

It is important that the Music Therapy Internship be required for the BM in Music Therapy, since it is a requirement for professional music therapy training. One could argue that the Internship could be completed after the student is awarded their degree, and that it should only be a requirement for Board-Certification as a music therapist. However, that student who is awarded the degree in Music Therapy prior to internship is not qualified to be a music therapist. Since a degree in Music Therapy implies that the graduate is a qualified music therapist, it creates an ethical issue in that it is misleading to consumers and employers, and undermines formal music therapy education.

### **Additional Equity Concerns**

**Transportation to Clinical Placements:** While completing their 5 semesters of clinical placements pre-internship, we will accommodate students who do not have access to their own transportation in a few different ways. A number of our practicum placements will take place in the Music Therapy Clinic on campus. Students who do not have cars can be given priority for these placements. For off-site practicum placements, the program coordinator will pair students so that at least one of them has access to a car since students will complete music therapy practicum in pairs.

**Student Jobs:** Clinical placements involve one hour of sessions per week, so students are able to work during coursework. Additionally, students are not expected to take coursework or complete additional internships during the summers, so they are available to work between semesters. During internship, most students find that they are not able to work an additional job. We acknowledge that the current system for music therapy internships is not equitable, and we are working to mitigate the effects on our students while working within the strictures of professional accrediting bodies, as described above.

1. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?

During the student's first semester, the music therapy faculty and student create a comprehensive plan of study to ensure that the student completes all required courses in the requisite sequence.

In their five semesters of clinical fieldwork, students receive close mentorship and individual supervision by a board-certified music therapist who is a qualified clinical supervisor. That clinical supervisor meets with the student one-on-one for midterm and final evaluations during each semester of clinical fieldwork to identify the student's strengths and discuss plans for remediating areas of deficiency. These clinical evaluations are designed according to the AMTA Professional Competencies so that the student and music therapy faculty may continuously monitor the student's progress towards meeting those competencies and improve the likelihood that students persist through the degree program. Any time a deficiency is identified, the clinical supervisor and/or music therapy faculty create with the student a plan for remediation that includes specific skills and criteria that must be met, strategies for meeting those criteria, and a timeline by which that criteria should be met.

Once a student finishes all requirements of the degree, they are eligible to sit for the board-certification exam to earn the credential Music Therapist – Board-Certified. All coursework exams are structured in a way that parallels the board-certification exam so that students are adequately prepared not just in terms of content and competencies, but also the practicalities of taking the exam.

2. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.

To date, we have developed partnerships with the following community institutions for clinical training, where our music therapy students will provide music therapy sessions with on-site supervision by a board-certified music therapist. These partnerships and others will continue to be developed as the program grows.

Community Music School of Springfield, Adaptive Music Partnership Program (AMP)  
Berkshire Health System, HospiceCare Pediatric Palliative Care  
Westfield High School, Developmental Learning Program (DLP)  
Agawam High School, ASPIRE Program  
Ludlow Public Schools, Special Education Center  
Baystate Medical Center, Pediatric Inpatient Acute Care  
Baystate Medical Center, Pediatric Palliative Care  
Baystate Medical Center, Adult Psychiatric Treatment Unit  
Baystate Medical Center, Neuroscience Unit  
Behavioral Health Network Crisis Intervention Centers, Holyoke and Westfield, MA  
Berkshire Hills Music Academy, South Hadley, MA  
Jefferson House Assisted Living, Newington, CT  
Westfield State University Inclusive Concurrent Enrollment Initiative (ICEI)

In addition, we are working with Community Music School of Springfield to develop a music therapy internship that leads to employment as Music Therapy Fellow, a time-limited entry-level position to provide new music therapists with mentored employment experience as they enter the job market.

3. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans (e.g. MassHire Regional Blueprints, <https://www.mass.gov/service-details/view-your-regions-blueprint>), showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them. Do not rely on Bureau of Labor Statistics projections in this section.

The music therapy program at WSU will lead to eligibility to become a board-certified music therapist, earning the credential Music Therapist – Board-Certified (MT-BC). Music therapy is an established health profession involving the clinical and evidence-based use of music interventions to accomplish individualized therapeutic goals by a credentialed professional.<sup>3</sup> Music therapists are employed in healthcare and special education settings including but not limited to medical hospitals, oncology treatment centers, physical rehabilitation clinics, behavioral and mental health settings, substance abuse programs, correctional facilities, hospice and palliative care, nursing homes and dementia care, treatment centers for persons with emotional, developmental, or physical disabilities,

<sup>3</sup> AMTA (2019). *What is music therapy?* Retrieved from <https://www.musictherapy.org/about/musictherapy/>

and special education.<sup>4</sup> While grounded in music, it is intrinsically a health profession through which clients address physical, emotional, psychological, social, and educational needs.<sup>5</sup>

Music therapy is underdeveloped in western MA and New England more broadly, a region with only three of the nation's 88 AMTA-approved music therapy training programs and only two bachelor's level programs.<sup>6</sup> According to a 2018 survey of music therapists in MA, 50% of cities and towns in MA had no music therapy services provided and 86.3% had two or fewer music therapists providing services.<sup>7</sup> New England has fewer music therapists than any other region in the US. As of Nov. 1, 2019, only 5% of American Music Therapy Association (AMTA) members lived in New England states.<sup>8</sup> Professional music therapy positions have greatest concentrations in areas with AMTA-approved music therapy degree programs. One American Music Therapy Association (AMTA) official stated, "What we have found is that areas that have music therapy degree programs have more music therapy visibility as a profession. Therefore, job creation tends to follow quickly."<sup>9</sup> Attached is a map of MA illustrating the number of music therapists providing services in each municipality, based on a 2018 survey. This map shows that the highest concentration of music therapists in MA is in Boston where the music therapy training program is located with 91% of the state's annual music therapy bachelor's degree completions.

There is regional demand for growth that is currently unmet – see the attached Letter of Support from an area employer. For example, the Pediatric Palliative Care program at Baystate Medical has been unable to fill a new music therapy position due to lack of qualified music therapists in the labor force.<sup>10</sup> Similarly, a coordinator for a nearby institution (Community Music School of Springfield<sup>11</sup>) that serves children with disabilities communicated that they are unable to meet demand for music therapists to work in their Adaptive Music Program in schools and for one-on-one music therapy and adaptive music lessons. To increase access to qualified music therapists, the coordinator hoped that the WSU music therapy program could provide a pipeline for new music therapists into their employment. Regionally, a recent call from the Vermont state coordinator for the VT Department of Health Pediatric Palliative Care Program stated that while expressive therapy (which includes music, art, dance, and drama therapy) is the most utilized service in their program, there are regions in the state with no available music therapists.<sup>12</sup> One AMTA official stated that employers regularly contact the AMTA stating they are unable to find qualified music therapists to fill their positions.<sup>13</sup> We anticipate that as the region gains more qualified music therapists, employment opportunities for music therapists will expand.

Trends in enrollment reflect this economic demand for new qualified music therapists. Between 2005 and 2016, nationwide student enrollment in AMTA-approved music therapy programs grew from

<sup>4</sup> AMTA (2018). *2018 AMTA Member Survey and Workforce Analysis*. Silver Spring, MD: Author

<sup>5</sup> Knight, A., LaGasse, B., & Clair, A. (2019). *Music therapy: An introduction to the profession*. Silver Spring, MD: AMTA

<sup>6</sup> J. Creagan, Director of Professional Programs at AMTA, personal communication, Nov. 24, 2019

<sup>7</sup> Massachusetts Music Therapy Survey (2018). MA Music Therapy State Task Force.

<sup>8</sup> American Music Therapy Association (2018). *2018 AMTA Member Survey and Workforce Analysis*. Silver Spring, MD: Author

<sup>9</sup> J. Creagan, Director of Professional Programs at AMTA, personal communication, Nov. 24, 2019

<sup>10</sup> M. O'Neill, personal communication, February 13, 2020

<sup>11</sup> A. D'Antonio, personal communication, October 31, 2019

<sup>12</sup> Boyea, J. (October 5, 2019). Music therapy jobs and hiring. Message posted to <https://www.facebook.com/groups/376064402585218/>

<sup>13</sup> J. Creagan, Director of Professional Programs at AMTA, personal communication, Nov 24, 2019

1,596 to 3,375, an increase of 111.5%.<sup>14</sup> Within MA, enrollment grew 76% between 2013 and 2017.<sup>15</sup> Similarly, the number of approved academic programs leading toward board-certification as a music therapist grew from 62 in 2005 to 88 in 2019, an increase of 42%. This reflects increased visibility of music therapy as a profession and growing interest among college students in majoring in music therapy.

EAB market analysis revealed that between Feb 2017 and Jan 2020, there were an average of 58 relevant job postings per month for music therapy in Massachusetts. In the last year, from Feb 2019-Feb 2020, there were 257 relevant job postings<sup>16</sup> in MA. This data is supported by EMSI data showing 37 unique online job postings for a Music Therapist position in MA during the period from August 2018-2019.<sup>17</sup> In contrast, New England states have a total of 229 music therapists who are AMTA members, 134 of whom live in MA. Over the last several years the entire NE region has had approximately 44 music therapy degree completions per year. In comparison to the number of qualified music therapists in the region, we interpret this data to mean that the number of job postings for music therapists is substantial relative to the labor force.

We note that employment opportunities in music therapy are more often communicated by posting to specialized music therapy job boards and by personal contact than by traditional online job search websites.<sup>18</sup> For example, on Dec 3, 2019, there were 77 unique active music therapy jobs listed on the AMTA Job Center.<sup>19</sup> Ten of these were in New England states, five of which were in MA. None of these five postings appeared on websites that were included in EMSI employment data analytics, showing that there are more employment opportunities for music therapists than EMSI data suggests. It is also important to note that neither EAB nor EMSI reports captured employment opportunities for music therapists in private practice. This is a significant source of job growth and employment for music therapists: In 2018, 24% of music therapists nationwide reported owning a music therapy private practice, each of which employed an average of one additional employee each.<sup>20</sup>

There is an economic need for more board-certified music therapists in the northeastern economic market. EAB market analysis found that music therapy employment opportunities are growing at a rate that is on par with other professions.<sup>21</sup> It also found that key areas of employment for music therapists are growing at a rate of 10.5-13.7%, compared with the average job growth of 6%.<sup>22</sup> The 2018 Labor Market Blueprint for the Pioneer Valley, created by the Massachusetts Workforce Skills Cabinet, identified healthcare and education services as two of the three highest priority sectors for economic development.<sup>23</sup> Healthcare and special education represent the primary sectors in which music therapists are employed.<sup>24</sup> Within healthcare, the market analysis identified areas of need

<sup>14</sup> Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37, 196–204

<sup>15</sup> EAB (March, 2020). Westfield State Music Therapy Pulsecheck. www.eab.com

<sup>16</sup> EAB (March, 2020). Westfield State Music Therapy Pulsecheck. www.eab.com

<sup>17</sup> EMSI (September, 2019). Emsi Q3 2019 Data Set. www.economicmodeling.com.

<sup>18</sup> J. Creagan, Director of Professional Programs at AMTA, personal communication, Nov. 24, 2019

<sup>19</sup> American Music Therapy Association (Dec 3, 2019). AMTA Job Center. Retrieved from <https://www.musictherapy.org/members/jobcenter/>

<sup>20</sup> American Music Therapy Association (2018). *2018 AMTA Member Survey and Workforce Analysis*. Silver Spring, MD: Author.

<sup>21</sup> EAB (March, 2020). Westfield State Music Therapy Pulsecheck. www.eab.com

<sup>22</sup> Mental health and substance abuse, social workers; social and human services assistants.

<sup>23</sup> Crosby, P., & Cruise, D. M. (2018). *Pioneer Valley labor market blueprint: A regional planning initiative of the Massachusetts Workforce Skills Cabinet*. Regional Employment Board of Hampden County, & Regional Employment Board of Franklin and Hampshire Counties.

<sup>24</sup> American Music Therapy Association (2018). *2018 AMTA Member Survey and Workforce Analysis*. Silver Spring, MD: Author

including clinical workers in inpatient, community care, and social assistance facilities, all of which are relevant areas for music therapy and are built into the WSU music therapy program's clinical training plan through partnerships with area organizations. Within education, the market analysis identified broader areas of employment needs that are relevant to music therapy. Local primary and secondary schools have expressed enthusiasm for music therapy, but none have access to qualified music therapists.

From 2011-2017, job growth in Healthcare and Social Assistance in the Pioneer Valley increased by 41%, for a total of 20,839 new jobs created (Crosby & Cruise, 2018). Education saw job growth of 9% during the same period, indicating potential for growth of music therapy services in schools. In the Pioneer Valley, total population of residents age 70-74 and 75-79 increased by 30% and 35% respectively since 2012. As the population ages, the region requires an increase in Healthcare and Social Assistance services specific to aging adults – services that music therapists are well-qualified to provide with their unique skill set.

The Pioneer Valley Labor Market Blueprint also identified talent shortages and difficulty attracting and retaining qualified employees as major economic challenges over the next five years (Crosby & Cruise, 2018). For example, at the time of the report there was a shortage of 666 human/social service workers and 1,373 technical/clinical workers in healthcare, and 1,265 educators and education support workers. The labor market blueprint set a goal to design and implement educational/career programs with direct pathways for credential attainment by the end of 2020. The proposed music therapy program addresses this identified need with a clear pathway towards a professional credential in areas of economic need in western Massachusetts.

The underdeveloped state of professional music therapy in MA does present a challenge to this proposed program and its graduates. However, the enthusiasm of local institutions for developing clinical training placements with our program as well as demonstrated music therapy workforce shortfalls are signs that music therapy is poised to grow in the region. The proposed program at WSU will provide an accessible public option for music therapy training that is not currently available to students in MA. We feel that this program at WSU is forward-looking and growth-oriented, bringing together the arts, healthcare, and liberal studies in an expanding field.

During the COVID-19 pandemic, music therapists have continued to provide services by telehealth and as essential workers in healthcare settings. In this way, music therapists have been able to provide clients with a sense of continuity and normalcy that has helped to combat the isolation and despair that many have experienced during this pandemic. Regarding employment, it is important to note that the pandemic has not halted the provision of, nor demand for, music therapy services.

As the current health crisis has strained our whole healthcare system, it has also highlighted the related increase in mental health crises that accompany compromised health, increased stress, and financial struggle. Music therapists belong to the group of service providers who address psychological and emotional well-being, a group that is likely to be in higher demand in the wake of the pandemic.

4. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.

There are no public institutions in Massachusetts with a degree program in music therapy, nor are there currently any public institutions in the New England region with a degree program in music therapy. There are two independent institutions in the New England region with undergraduate degrees in music therapy, both in MA.

**Independent institutions:** Anna Maria College (AMC) and Berklee College of Music (BCM)

Similarities with both independent institutions: AMC and BCM both offer the Bachelor of Music in Music Therapy degree, each of which are approved by the American Music Therapy Association and lead to eligibility to take the board-certification exam for music therapists, administered by the Certification Board for Music Therapists. Both programs are designed to meet the education and clinical training competencies specified by the American Music Therapy Association.

**Anna Maria College (BM in Music Therapy):**

Differences: AMC is a private Catholic university, and requires coursework in Catholic Worldview. Their music therapy program includes one semester of pre-practicum and two semesters of music therapy practicum. In contrast, the WSU program will have five semesters in addition to a pre-practicum course, making the clinical training and community engagement components of our program more robust. AMC requires no courses in world music, contemporary music, or clinical improvisation, while ours centers these topics in our emphasis on diversity and inclusion.

Yearly tuition and fees for 2019-2020 is \$38,640, compared with \$10,849 at WSU.

**Berklee College of Music (BM in Music Therapy)**

Differences: The Berklee music program is not accredited by the National Association of Schools of Music (NASM), though the music therapy program is NASM-affirmed. The Berklee program also does not have music therapy courses in clinical improvisation, while the WSU program will have two. Music therapy practicum occurs primarily in Berklee's Music Therapy Clinic, while at WSU practicum is conducted in partnership with community institutions like area schools, hospitals, and mental health clinics to ground clinical training in real-world professional contexts.

Yearly tuition and fees for 2019-2020 is \$40,927.81, compared with \$10,849 at WSU.

Similarities: Berklee has a robust clinical music therapy training program of 5 semesters with a variety of clinical populations, matching the number of semesters that will be required at WSU.

5. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.

Experiential learning is essential in music therapy training and education, and takes two forms:

- Clinical Music Therapy Practicum, Capstone, and Internship: Students conduct the music therapy treatment process. Over the course of the degree, students gain 1,200 hours of supervised practice with a variety of clinical populations. For example, students may be assigned to conduct weekly music therapy groups with a group of high schoolers with multiple disabilities at Westfield High or with adults with severe mental illness at the Behavioral Health Network Crisis Intervention Center in Holyoke. See list of community institutions in Item A.3. Upper-level music therapy coursework is designed to support this experiential learning.
- Self-reflective experiential learning in coursework: In order to better understand the psychological, physiological, and social dynamics of music therapy, students engage in

experiential learning in the music therapy classroom by leading and participating in mock session fragments (for example, AMTA Competencies 8.2, 9.3, 9.4).

Competency-based: The WSU music therapy curriculum is designed according to the American Music Therapy Association's (AMTA) Standards for Education and Clinical Training (AMTA, 2018; <https://www.musictherapy.org/members/edctstan/>) so that students meet the AMTA's Professional Competencies (AMTA, 2013; <https://www.musictherapy.org/about/competencies/>). Two examples:

- 1) Students work towards meeting AMTA Professional Competency 10.4: *Apply basic knowledge of the physiological aspects of the musical experience including, but not limited to, the central nervous system, peripheral nervous system, and psychomotor responses.* Students work towards this competency in Intro to Music Therapy, Neurologic Systems in Music Therapy, Medical Music Therapy, and apply it in real-world clinical settings in Clinical Music Therapy Practicum, Clinical Capstone in Music Therapy, and Music Therapy Internship.
- 2) The AMTA Standards for Education and Clinical Training state that music therapy students must complete at least 1,200 hours of clinical training prior to becoming eligible for the CBMT exam, at least 180 of which must come before their internship. Accordingly, students will accrue at least 36 clinical hours in each of their five music therapy clinical training placements pre-internship.

Digital learning: Reflecting the growing importance of electronic music production in popular music, students in the WSU music therapy program take coursework on techniques for and clinical applications of digital music production. Foundational learning in this area occurs in the course Music Technology, is deepened in Clinical Improvisation I & II, and is applied in four semesters of Clinical Music Therapy Practicum and one semester of Clinical Capstone in Music Therapy.

## B. Alignment with Campus Strategic Plan and Mission

1. Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.

The Bachelor of Music in Music Therapy is a priority because it is a career-oriented professional music degree leading to eligibility to take the board-certification exam for music therapists in a field with high growth trends in student enrollment and employment. The program also matches the state's analysis of workforce data that recommends a focus on professions in the priority industries of healthcare and education (see Item A.4). As the only music therapy program at a public institution in Massachusetts, it supports WSU's vision to be a premier public comprehensive institution. The community-oriented music therapy program will produce professional music therapists who contribute to the social and cultural health of the community while fulfilling an economic need in the health professions, supporting WSU's mission, vision, and values.<sup>25</sup> This Music Therapy program is timely. During the COVID-19 pandemic, students interested in studying the arts have experienced the complex issues related to health and wellbeing. We often turn to the arts in times of crisis and uncertainty, and music therapy is a specialized field designed to harness the power of music to help us in those moments.

<sup>25</sup> Westfield State University (n.d.). *Mission, Vision, and Values*. Retrieved from <http://www.westfield.ma.edu/about/mission-and-vision>

We see Music Therapy at Westfield State as a program that would draw a new group of students who would not otherwise consider the university. It will draw students who are interested in connecting the arts with helping professions, and right now WSU would be the only public higher education institution in MA to offer this type of program. Therefore, we anticipate that adding this Music Therapy program aligns with the university's strategic goals for increasing enrollment.

The program is also responsive to the financial uncertainty facing WSU and the state of MA in light of the COVID-19 pandemic. We have designed the Music Therapy program to maximize utilization of existing resources and full-time faculty, and have kept the costs of adding the program minimal. Adjunct costs will be off-set by savings in Applied Music, and equipment purchases will be nominal and absorbed by existing budget lines (see Items C.1, C.2, and Form D).

The design of the music therapy program aligns with each of WSU's Strategic Vision aspects of *Student Experience, Enrollment, Culture, and Resources*,<sup>26</sup> each of which are addressed below.

### **Westfield State Experience**

1. *"In year one, experiences including FYO courses and cohort groupings and targeted advising support students as they adjust to college"*

- Students begin the music therapy course sequence as a cohort by taking MUSC 0107 Introduction to Music Therapy
- Students intending to major in music therapy have focused advising with music therapy faculty to assess the student's interests and goals and align those with program coursework requirements, and create a comprehensive four-year plan of study.

2. *"In year two, students engage a reflective process to develop a feasible plan for understanding the import and consequences of selecting a major and a career path and planning for college success and graduation."*

- During their second year, students complete the Music Therapy Advanced Placement Jury. Passing this jury qualifies students for upper-level music therapy courses and clinical fieldwork.
- Second-year students enroll in Clinical Foundations of Music Therapy, learning the basics of clinical work in music therapy to prepare for five semesters of supervised clinical fieldwork beginning in the second semester of their sophomore year.
- In the spring of their second year, students complete their first Clinical Music Therapy Practicum placement. Learning objectives include observing, planning, and implementing music therapy sessions in the community with supervision from a board-certified music therapist. The course includes weekly seminar meeting with music therapy faculty and other students enrolled in practicum to connect their classroom learning with their real-world experiences

3. *"In year three, students engage in the full potential of high-impact practices, including undergraduate research, civic engagement and internships."*

<sup>26</sup> Strategic Planning Committee (2019). *Westfield State University Strategic Plan: 2019–2024*. Retrieved from [http://www.westfield.ma.edu/images/uploads/strategicplan/StratPlan\\_Update\\_ApprovedVers-WEB.pdf](http://www.westfield.ma.edu/images/uploads/strategicplan/StratPlan_Update_ApprovedVers-WEB.pdf)

- Students complete their second and third semesters of Clinical Music Therapy Practicum in partnership with community institutions and supervised by a board-certified music therapist. Student placements are designed to provide experiences with a variety of clinical settings and populations in the community. Students experience civic engagement through their work in the community.
- Coursework directly impacts their practicum experience, as students apply their musicianship and knowledge of theory and evidence-based practice of music therapy in their practicum work.

4. *"In the fourth year, students are supported in their transition from the university to either graduate school or career."*

- Students in their final semester complete a Clinical Capstone in Music Therapy, consisting of a clinical placement in the community where the student conducts supervised individual music therapy sessions. They also prepare a Clinical Case Study connecting their experiences in sessions with research findings and evidence-based practice. In this course, students take greater responsibility for the treatment process as they prepare to transition to professional practice.
- All music therapy students in their final semester enroll in a seminar on Professional Topics in Music Therapy that addresses ethics, issues related to small-business ownership and private practice, reimbursement practices, options for specialized training and graduate school, and self-care for resilience and professional sustainability.
- With support and advising from music therapy faculty, students apply for AMTA-approved 1,010-hr internship. This provides in-depth opportunities for clinical training and prepares the student for employment as a music therapist.

## Enrollment

This will be the only public institution in MA, and New England, with a music therapy degree program that leads to becoming a Board-Certified Music Therapist. As a professional music degree leading to eligibility for board-certification, we expect that the program will have a positive impact in enrollment in the music department, and WSU at large. Nationwide, student enrollment in AMTA-approved music therapy programs grew by 111.5% from 2005-2016<sup>27</sup>. We expect this trend to be reflected in the WSU music therapy program, particularly since New England currently has only 3 of the 88 AMTA-approved music therapy programs and there are currently no public options in the region. Despite anticipated reductions in enrollment due to COVID-19, we anticipate that there will still be student demand for this program because there are no other public institutions offering such a program.

Support for enrollment growth through non-traditional and second-degree students: In addition to the 4-year + internship program for traditional students, we will offer a 2-year + internship post-baccalaureate program through CGCE for students who already have a bachelor's degree and a substantial background in music. See Item C.1 for more detail on enrollment projections.

## Culture

Music therapy is a therapeutic profession grounded in culture and oriented towards making positive, lasting change while honoring the intrinsic value of a person. Accordingly, music therapy coursework

<sup>27</sup> Iwamasa, D. A. (2019). Music therapy degree program enrollment trends: What the numbers tell us. *Music Therapy Perspectives*, 37, 196–204,

at WSU is designed to incorporate cultural competence and support reflexivity. In supervised fieldwork, students will work with a diverse range of clients from the community at institutions serving persons with a wide variety of strengths, needs, and disabilities to better understand the relationships among music, health, and culture.

### Resources

All costs associated with adding the music therapy program, other than adjunct faculty, will come from existing budget lines. The cost for adjunct instructors is low, and largely off-set by savings from the reduced need for Applied Music instruction. The program will rely largely on existing university resources, with 75% of the degree requirements fulfilled by courses already offered by the university. No new facilities or substantial investment in equipment are required. See Item C.2 and Form D below.

2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the **LOI Program Goals and Objectives** table in addition to any narrative comments.

Goals, objectives, strategies, and timetables are described on Form B. Goals and objectives are based on the American Music Therapy Association's (AMTA) Professional Competencies, Standards for Education and Clinical Training, and Scope of Music Therapy Practice document, as well as the National Association of Schools of Music (NASM) standards and competencies for undergraduate degrees in music therapy. Adherence to AMTA standards is required for graduating students to become eligible for board-certification as a music therapist, and adherence to NASM standards is required for degree accreditation. A full list of required competencies for entry-level practice as a music therapist is available upon request. With these requirements as a starting point, the music therapy program was then designed to fit the mission and values of Westfield State University.

### C. Alignment with Operational and Financial Objectives of the Institution

1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C). Describe below any anticipated impact that the program may have on enrollment in other programs.

See Form C for enrollment projections. We believe that these are conservative projections that represent growth towards a target of 48 majors. The Music Therapy program would substantially increase enrollment in the music department's core musicianship courses such as Music Theory I, II, III (MUSC 111, 112, 211) and clinical foundations classes such as psychology courses (see Form A1). Since enrollment in the music therapy program will increase student numbers in the music department's primary and secondary ensembles as well as all core musicianship courses, we anticipate that this will increase the music department's draw for students wishing to study general music, music performance, and music education, and thus may increase enrollment in these programs. We anticipate that the music therapy program will not negatively impact enrollment in other programs like Psychology or Music Education since it is oriented towards a specific professional track.

Of the 28 credits of new courses proposed for the Bachelor of Music in Music Therapy degree, 14 credits are open to students in other majors. These courses are of particular relevance to students majoring in music education, music performance, general music, psychology, social work, sociology, health sciences, and education. See Form A1 for details. In addition to providing expanded

educational opportunities for students at WSU, this increases the enrollment possibilities for new music therapy courses. For example, 15 students enrolled in Introduction to Music Therapy (MUSC 0107) the first time it was offered in Fall 2019, drawing students majoring in criminal justice, psychology, business, liberal studies, music education, music performance, and general music.

Average Course Enrollment: In the first five years while the program grows, we project an average course enrollment of 4.9 students per 1 workload credit of music therapy courses (based on a projected schedule of course offerings, available upon request). This translates to the equivalent of 14.6 students per 3 credit course. Once the program completes the initial growth period and reaches enrollment projections of 12 new incoming students per year, music therapy courses will have a projected average course enrollment of 8.1 students per 1 workload credit, translating to the equivalent of 24.3 students per 3 credit course, not counting non-majors who enroll in these courses.

2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program).

See Form D. All costs associated with adding the music therapy program, other than adjunct faculty, will come from existing budget lines. Changes to existing departmental equipment and operating costs will be nominal, and no additional support staff is needed. The majority of the instruction load for the program is met by existing full-time faculty resources. Approximately 75% of the coursework required for the degree utilizes existing courses already offered by the university. New music therapy courses will be offered in existing classroom space within the music department, and primarily taught by full-time faculty holding existing faculty lines in the music department. The additional resources required by the program are primarily for adjunct faculty. The costs for Part-Time/Adjunct Faculty, however, are offset by savings in Applied Music. See details in Form D. To further reduce the need for Part-Time/Adjunct faculty, *Music Therapy & Education with Exceptional Learners* may be taught by existing full-time faculty in the Education department in consultation with the Music Therapy Program Coordinator. Should the need arise, additional courses may be taught by full-time faculty outside of the music department, for example clinical psychology faculty teaching content related to mental healthcare.

3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.

4. Complete the LOI Program Goals and Objective form (Form B).

### **Comments and Response**

*The submitted LOI will be reviewed for completeness by staff. This process typically occurs within 15 business days from when it is received. Once deemed complete, the LOI is circulated by the Deputy Commissioner of Academic Affairs and Student Success (the Deputy), to the AAC and SPC members of the BHE, public campus CAO's, and to the Association of Independent Colleges and Universities of Massachusetts (AICUM) representatives for relevant comments.*

*Formal commentary to an LOI must come from an institution's President, be addressed to the Commissioner of Higher Education, with a cc to the Deputy, and received within 20 business days from the date the LOI is circulated.*

*All commentary is sent to the community colleges and state university institution, where the proposed program LOI originated. University of Massachusetts commentary is sent to the Senior Vice President for Academic Affairs, and International Relations, who is responsible to forward the information to the specific campus*

*Responses to any commentary are required. Responses must come from the LOI institution President and be addressed to the Commissioner of Higher Education, with a cc to the Deputy and submitted to awilliams@dhe.mass.edu. This written response to commentary must be received within 20 business days from the date it is sent to the President.*

### *A Note About Timelines*

Program review is a serve-and-return process, which means that there are several communications back and forth between the institution and DHE staff as the submission is being reviewed.

A campus should expect that an LOI (or proposal application) template submitted for staff validation and review for completion will be subject to a **15-business-day period of review**. Following this time frame the campus can expect staff to provide information regarding any further data that are needed for the LOI to be deemed complete. This communication **resets the 15-business-day time frame**. Responsibility rests with the campus to provide data in a timely manner, this may be important to a campus working within a targeted timeline for program development and launch. Once the campus has responded to staff by submitting the additional data, **the 15-business-day** clock begins anew.

After an LOI is validated and deemed complete it is circulated by the Deputy to the AAC and SPC, public campus CAO's and to AICUM representatives for commentary (as described above). The **comment period is open for 20 business days**. At the end of this time frame, all comments are reviewed by staff and sent to the LOI institution's CAO, who then has **20 business days** to submit a written response to the Deputy. Comments and responses are included in the motion brought forward for BHE action.

An LOI is brought forward either within **20 business days** of receiving the institution's response or at the next scheduled AAC meeting.

Following AAC action, the next step of the process is submission of the application proposal, which must be submitted **within two years** of the BHE action on the LOI for either a Fast Track or Standard process review.

A proposed program application template is validated and reviewed for completion **within 20 business days** of receipt. As noted above, the campus can expect staff to provide information regarding any further data that are needed for the proposal to be deemed complete. As previously noted, this communication **resets the time frame**. Once the campus has responded by submitting the additional data, **the 15-business-day** clock begins anew. Once validated and deemed complete, Fast Track proposals are forwarded to the Commissioner with a recommendation for action **within 30 business days**. The 30-business day timetable begins on the date DHE staff notify the campus that the proposal is deemed complete. BHE follows the guidelines on all proposal applications in accordance with either the Fast Track or the Standard Process.

**ATTACHMENTS:**

<b>Form A</b>	<b>LOI Curriculum Outline</b>
<b>Form B</b>	<b>LOI Goals and Objectives</b>
<b>Form C</b>	<b>LOI Enrollment Projections</b>
<b>Form D</b>	<b>LOI Budget</b>

**Additional attachments:**

1. **EAB Market Pulsecheck – Music Therapy**
2. **Letters of Support from area employers demonstrating economic demand for music therapists**

**Form A1: LOI Undergraduate Program Curriculum Outline**

The proposed Bachelor of Music in Music Therapy degree has 28 credits of new courses, comprising approximately 25% of the degree requirements. New courses are listed in the table below in **blue font**. These courses fall into two categories: 1) music skills for the music therapist and 2) music therapy theory/practice.

**1. Music skills:** 9 credits of new courses. Four of these courses (5 credits) are open to all students who are music majors/minors or who can demonstrate music literacy:

- Functional Guitar I (1)
- Functional Guitar II (1)
- Functional Piano (2)
- Music and Expressive Movement (1)

The remaining two courses, Clinical Improvisation I & II, are advanced experiential courses for senior music therapy majors who have completed the majority of their music therapy coursework.

**2. Music therapy theory and practice:** 19 credits of new courses. Four of these courses (9 credits) are open to all WSU students:

- Introduction to Music Therapy (3)
- Music Therapy and Education with Exceptional Learners (2)
- Neurologic Systems in Music Therapy (2), pre-requisite Intro to Music Therapy
- Music Therapy with Children and Adolescents (2), pre-requisite Intro to Music Therapy

The remaining courses are designed to be co-requisite with fieldwork experiences in Clinical Music Therapy Practicum, and therefore are open only to music therapy majors.

All new courses are specifically designed to address the competencies required for accreditation by the American Music Therapy Association (AMTA) and National Association of Schools of Music (NASM).

***Required (Core) Courses in the Major (Total # courses required = 45)***

\*Denotes courses that fulfill General Education core requirements

<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
MUSIC 0110	Basic Music Theory (majors/minors)	3
MUSC 0111	Music Theory I	2
MUSC 0112	Music Theory II	2
MUSC 0211	Music Theory III	2
MUSC 0113	Sight-Singing and Ear Training I	2
MUSC 0114	Sight-Singing and Ear Training II	2
MUSC 0113	Sight-Singing and Ear Training III	2
MUSC 0201	Music History II	3
MUSC 0152	Class Piano I	1
MUSC 0153	Class Piano II	1
MUSC 0252	Class Piano III	1
<b>MUSC 01XX</b>	<b>Functional Piano</b>	2
<b>MUSC 01XX</b>	<b>Functional Guitar I</b>	1
<b>MUSC 01XX</b>	<b>Functional Guitar II</b>	1
MUSC 0156	Voice Class	1

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MUSC 0157	Percussion Class	1
MUSC 0235	Music Technology	2
<b>MUSC 03XX</b>	<b>Clinical Improvisation I: Principles and Techniques</b>	2
<b>MUSC 03XX</b>	<b>Clinical Improvisation II: Group Process</b>	2
<b>MUSC 01XX</b>	<b>Music and Expressive Movement</b>	1
MUSC 0230	Basic Conducting	2
	Primary Ensemble	2 (0.5 x 4 sem)
	Secondary Ensemble (traditional)	1 (0.5 x 2 sem)
MUSC 0240	Performance Ensemble (Music Therapy)	1 (0.5 x 2 sem)
MUSC 0174-7	Applied Music I-IV	8 (2 x 4 sem)
MUSC 0280	Music Studio	0 (0 x 4 sem)
<b>MUSC 0107</b>	<b>Introduction to Music Therapy</b>	3
<b>MUSC 0108</b>	<b>Clinical Foundations of Music Therapy</b>	1
<b>MUSC 0210</b>	<b>Music Therapy and Music Education with Exceptional Learners</b>	2
<b>MUSC 02XX</b>	<b>Neurologic Systems in Music Therapy</b>	2
<b>MUSC 02XX</b>	<b>Music Therapy with Children and Adolescents</b>	2
<b>MUSC 02XX</b>	<b>Theories of Health in Music Therapy</b>	2
<b>MUSC 02XX</b>	<b>Music Therapy in Mental Healthcare</b>	2
<b>MUSC 03XX</b>	<b>Medical Music Therapy</b>	2
<b>MUSC 03XX</b>	<b>Professional Topics in Music Therapy</b>	1
<b>MUSC 03XX</b>	<b>Clinical Music Therapy Practicum</b>	4 (1 x 4 sem)
<b>MUSC 03XX</b>	<b>Music Therapy Practicum Seminar</b>	0 (4 sem)
<b>MUSC 03XX</b>	<b>Clinical Capstone in Music Therapy</b>	1
<b>MUSC 03XX</b>	<b>Internship in Music Therapy</b>	0
PSYC 0207	Lifespan Development	3
PSYC 0201	Theories of Personality	3
PSIC 0303	Abnormal Psychology	3
	<b><i>Sub Total Required Credits (Major)</i></b>	<b>79</b>

<b><i>Elective Courses (Total # courses required) = 0</i></b>	
<p><b>Note:</b> Students choose 5 courses (15 credits) from categories in a list of 96 course options in partial fulfillment of their general education requirements. This totals 12.5% of the degree requirements, more than double the number of elective credits recommended by the National Association of Schools of Music. Additional free electives were not included so that the degree could be limited to 120 credits while still addressing all Music Therapy Professional Competencies. Students may elect to take additional courses, but are not required to do so.</p>	
<b><i>Distribution of General Education Requirements</i></b>	<b># of Gen Ed Credits</b>
<p><b>Note:</b> See <b>List of General Education Offerings</b>, included below this table. Students fulfill WSU's General Education requirements by enrolling in 8 prescribed Common Core courses as identified below, in addition to selecting 5 courses from the categories listed below.</p>	Course credits are only listed in this column once, even if they fulfill more than one General Education requirement.
<b>Humanities</b>	
<b><i>English Composition</i></b> – (4 credits)	4
• ENGL 0101 English Composition 1 (4)	
<b><i>Literature and Philosophical Analysis</i></b> – (6 credits)	6
• Two courses from the list below (6)	
<b><i>Appreciation of the Arts</i></b> – (6 credits)	6
• MUSC 0103 Music Appreciation (majors/minors) (3)	
• MUSC 0104 World Music (3)	
<b>Social Science</b>	
<b><i>United States History and Government</i></b> – (3 credits)	3
• One course from the list below	
<b><i>Social Understanding</i></b> – (9 credits)	9
• PSYC 0101 Introduction to Psychology (3)	
• EGST 0208 Hip Hop Cultures (3)	
• One course from the list below (3)	
<b>Mathematics/Applied Analytic Reasoning</b>	
<b><i>Traditional Mathematics</i></b> – (3-8 credits)	3
• MATH 0108 Elementary Statistics (3)	
<b><i>Applied Analytic Reasoning</i></b> – (0-4 credits)	3
• GARP 0246 Quant Methods of Phys/Soc Sci (3)	
<b>Science</b>	
<b><i>Laboratory Science</i></b> – (4-8 credits)	4
• BIOL 0104 Human Biology (4)	
<b><i>Allied Science</i></b> – (0-4 credits)	3
• One Allied Science course from the list below (3)	

<b>Diversity</b>		
<b>Global Diversity</b> – (3 credits)		
<ul style="list-style-type: none"> <li>• <i>Fulfilled by MUSC 0104 World Music (3), listed under Appreciation of the Arts</i></li> </ul>		
<b>United States Diversity</b> – (3 credits)		
<ul style="list-style-type: none"> <li>• <i>Fulfilled by EGST 0208 Hip Hop Cultures (3), listed under Social Understanding</i></li> </ul>		
<b>Sub Total General Education Credits</b>		41
<b>Curriculum Summary</b>		
Total number of courses required for the degree	58 (including Gen Eds)	
Total credit hours required for degree	120	
<b>Prerequisite, Concentration or Other Requirements:</b> N/A		

## General Education Offerings

**Note:** Course titles that are underlined and bolded are required for the BM in Music Therapy degree and fulfill General Educational Requirements for WSU.

### Humanities Section - 16 credits:

#### **English Composition - 4 Credits [CMP]**

ENGL 0101 - English Composition I Credits: 4

#### **Literary & Philosophical Analysis - 6 Credits [LPA]**

EDUC 0207 - Philosophy of Education Credits: 3

EGST 0210 - U.S. Latino/a Literatures Credits: 3

EGST 0232 - Puerto Rican Literatures Credits: 3

ENGL 0112 - Introduction to Black American Literature Credits: 3

ENGL 0115 - Introduction to Native American Literature Credits: 3

ENGL 0117 - Introduction to Asian American Literature Credits: 3

ENGL 0210 - British Literature to 1780 Credits: 3

ENGL 0212 - British Literature from 1780 to the Present Credits: 3

ENGL 0213 - Introduction to British Literature Credits: 3

ENGL 0215 - Introduction to American Literature Credits: 3

ENGL 0216 - American Literature to 1865 Credits: 3

ENGL 0217 - American Literature Since 1865 Credits: 3

ENGL 0218 - Postcolonial Literature and Theory Credits: 3

ENGL 0221 - World Literature Credits: 3

ENGL 0228 - Introduction to Shakespeare Credits: 3

GARP 0106 - Envir., Sustain. & Society Credits: 3

LFRE 0201 - Reading French Texts Credits: 3

LLIT 0201 - Women Writers of the Americas: Global Credits: 3

LLIT 0202 - Women Writers of the Americas: US Credits: 3

LLIT 0210 - Studies in the Literature of Africa and the African Diaspora: (Varying Topics): Credits: 3

LLIT 0220 - Studies in European Cultures (Varying Topics) Credits: 3

LLIT 0232 - Puerto Rican Literatures Credits: 3

LLIT 0310 - Seminar in Hispanic Studies Credits: 3

LSPA 0217 - Reading Spanish Texts Credits: 3  
MATH 0216 - Studies in the Literature of Mathematics Credits: 3  
PHIL 0101 - Introduction to Social and Political Philosophy Credits: 3  
PHIL 0102 - Introduction to Ethics Credits: 3  
PHIL 0104 - Great Philosophical Issues Credits: 3  
PHIL 0109 - Introduction to Philosophy of Religion Credits: 3  
PHIL 0110 - Introduction to Philosophy of Science Credits: 3  
PHIL 0211 - Asian Philosophy Credits: 3  
THEA 0260 - Script Analysis & Interpretation Credits: 3

**Appreciation of the Arts - 6 Credits [AAPP]**

ART 0104 - Design Fundamentals Credits: 3  
ART 0106 - Art Survey: Prehistoric to Middle Ages Credits: 3  
ART 0107 - Art Survey: Renaissance to Present Credits: 3  
ART 0108 - Computer Graphics for Art Applications I Credits: 3  
ART 0206 - Introduction to Electronic Publication Design Credits: 3  
ART 0354 - Women Artists in the Western World Credits: 3  
COMM 0245 - The Silent Film Credits: 3  
ENGL 0108 - Introduction to Film Credits: 3 **or** COMM 0108  
ENGL 0240 - Cultural Studies Credits: 3  
ENGL 0276 - Writing About the Arts Credits: 3  
MUSC 0101 - Music Appreciation Credits: 3

**MUSC 0103 - Music Appreciation (Music majors/minors) Credits: 3****MUSC 0104 - World Music Credits: 3**

MUSC 0110 - Basic Music Theory Credits: 3  
MUSC 0160 - History of Jazz Credits: 3  
THEA 0104 - Introduction to Theatre Credits: 3  
THEA 0121 - Acting Styles: Techniques, Theory and Practice Credits: 3  
THEA 0151 - Introduction to Performance Credits: 3  
THEA 0261 - Theatre History: Early Stages Credits: 3  
THEA 0262 - Theatre History: Renaissance to Romanticism Credits: 3  
THEA 0263 - Theatre History: The Modern Stage Credits: 3

**Social Science Section - 12 Credits Required:**

At least 3 credits must be from the U. S. History & Government area

**U. S. History and Government - at least 3 Credits [HSGV]**

HIST 0131 - United States History and Government to 1865 Credits: 3  
HIST 0132 - United States History and Government 1865 – Present Credits: 3  
POLS 0101 - American National Government Credits: 3  
POLS 0103 - State and Local Government Credits: 3

**Social Understanding - maximum 9 Credits [SOCU]**

ANTH 0101 - Introduction to Anthropology Credits: 3  
ART 0241 - African Art: Ritual, Performance, and Theatre Credits: 3  
ART 0332 - The Art History of The Black Body Credits: 3  
CAIS 0101 - Computers in Society Credits: 3  
COMM 0101 - Introduction to Mass Communication Credits: 3  
COMM 0233 - Documentary Film Credits: 3  
CRJU 0101 - Introduction to Criminal Justice Credits: 3  
ECON 0101 - Principles of Macroeconomics Credits: 3  
ECON 0102 - Principles of Microeconomics Credits: 3  
EDUC 0220 - Schools in American Culture Credits: 3

**EGST 0208 - Hip Hop Cultures Credits: 3**

EGST 0209 - Images in Black and Brown Credits: 3  
EGST 0235 - Queer Studies and Popular Cultures Credits: 3

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EGST 0237 - U.S. Latino/a Diasporic Communities Credits:  
GARP 0101 - World Regional Geography Credits: 3  
GARP 0105 - Introduction to Community Planning Credits: 3  
GARP 0203 - Geography of Hunger and Poverty in the United States Credits:  
GERO 0101 - Introduction to Gerontology Credits: 3  
HIST 0101 - Western Experience I Credits: 3  
HIST 0102 - Western Experience II Credits: 3  
HIST 0215 - Introduction to the Middle East, Africa and Asia Credits: 3  
HIST 0276 - Latin America to 1800 Credits: 3  
HIST 0277 - Latin America Since 1800 Credits: 3  
LANG 0210 - Language Culture and Society Credits: 3  
LCUL 0220 - Envisioning the Americas Credits: 3  
POLS 0105 - Law, Courts and Politics Credits: 3  
POLS 0209 - International Relations Credits: 3  
**PSYC 0101 - Introduction to Psychology Credits: 3**  
SOCI 0101 - Principles of Sociology Credits: 3

**Mathematics/Applied Analytical Reasoning Section - 6 Credits Required:**

3 credits must be from the Traditional Mathematics area

**Traditional Mathematics - at least 3 Credits [TMTH]**

MATH 0104 - Pre-Calculus Credits: 3  
MATH 0105 - Calculus I Credits: 4  
MATH 0106 - Calculus II Credits: 4  
**MATH 0108 - Elementary Statistics Credits: 3**  
MATH 0110 - Mathematical Explorations Credits: 3  
MATH 0111 - Mathematical Applications Credits: 3  
MATH 0115 - Mathematics for Business and Social Sciences Credits: 3  
MATH 0153 - Foundations: Number Systems Credits: 3  
MATH 0250 - Foundations: Patterns, Reasoning and Algebra Credits: 3  
MATH 0251 - Foundations: Geometry Credits: 3  
MATH 0252 - Foundations: Data Analysis and Probability Credits: 3

**Applied Analytical Reasoning [ARSN]**

BIOL 0278 - Biostatistics Credits: 3  
CAIS 0117 - Introduction to Computer Programming Credits: 3  
CAIS 0120 - Computer Science/Program Design I Credits: 4  
CRJU 0313 - Statistics in Criminal Justice Credits: 3  
ECON 0204 - Introduction to Mathematical Economics Credits: 3  
ECON 0305 - Introduction to Econometric Methods Credits: 3

**GARP 0246 - Quantitative Methods for Social and Physical Science Credits: 3**

MATH 0123 - Mathematical Methods in the Natural Sciences Credits: 3  
PHIL 0103 - Symbolic Logic I Credits: 3  
PHIL 0206 - Symbolic Logic II Credits: 3  
SOCI 0251 - Research Methods II Credits: 3

**Science Section - 7 Credits**

4 must be a Lab. Science

**Laboratory Science - at least 4 Credits [LSCI]**

BIOL 0102 - Environmental Biology Credits: 4  
**BIOL 0104 - Human Biology Credits: 4**  
BIOL 0106 - Biology Today Credits: 4  
BIOL 0237 - Human Anatomy and Physiology I Credits: 4  
CHEM 0101 - Introduction to Chemistry Credits: 4  
CHEM 0103 - Chemistry of the Life Sciences Credits: 4  
CHEM 0109 - General Chemistry I Credits: 4

CHEM 0111 - General Chemistry II Credits: 4  
GARP 0102 - Physical Geography Credits: 4  
GEOL 0101 - Physical Geology with Laboratory Credits: 4  
GEOL 0107 - Historical Geology with Lab Credits: 4  
GNSC 0101 - Physical Science Credits: 4  
PHSC 0101 - Introduction to Physics Credits: 4  
PHSC 0115 - General Physics I Credits: 4  
PHSC 0117 - General Physics II Credits: 4  
PHSC 0125 - Physics I Credits: 4  
PHSC 0127 - Physics II Credits: 4

**Allied Science [ASCI]**

ASTR 0101 - Astronomy Credits: 3  
ASTR 0105 - The Solar System Credits: 3  
ASTR 0121 - Life in The Universe Credits: 3  
ENVS 0101 - Principles of Environmental Science Credits: 3  
GARP 0106 - Envir., Substain. & Society Credits: 3  
GARP 0107 - Climate Change Credits: 3  
GARP 0110 - Science for Future Presidents Credits: 3  
GARP 0230 - Meteorology Credits: 3  
GEOL 0102 - Physical Geology Credits: 3 (no laboratory)  
GEOL 0106 - Historical Geology Credits: 3  
GEOL 0108 - General Oceanography Credits: 3  
GEOL 0109 - Oceanography in the Filed Credits: 3  
GEOL 0124 - Geologic Hazards Credits: 3  
GEOL 0205 - Environmental Geology Credits: 3  
GEOL 0211 - Geology in the Field: Selected Locations Credits: 3  
MOVP 0100 - Science of Physical Activity and Health Credits: 3  
PHSC 0103 - Energy, Environment and Society Credits: 3

**Diversity Section - 6 Credits**

3 credits from each area

**Global Diversity [GDIV]**

ANTH 0101 - Introduction to Anthropology Credits: 3  
ANTH 0200 - Methods of Ethnography from 1900-Present Credits: 3  
ART 0333 - Early Twentieth Century Art Credits: 3  
ART 0357 - Islamic Art Credits: 3  
COMM 0213 - Global Film Studies Credits: 3  
COMM 0222 - Intercultural Communication Credits: 3  
EGST 0102 - Introduction to Women's and Gender Studies Credits: 3  
EGST 0206 - Introduction to Islamic Studies Credits: 3  
EGST 0211 - Indian Cinema: Gender and Identity Credits: 3  
EGST 0213 - Contemporary Issues in Islamic Studies Credits: 3  
EGST 0217 - Culture and Personality Credits: 3  
EGST 0260 - Introduction to Medical Anthropology Credits: 3  
ENGL 0218 - Postcolonial Literature and Theory Credits: 3  
ENGL 0221 - World Literature Credits: 3  
ENGL 0287 - World Drama Credits: 3  
ENGL 0327 - Contemporary Cross-Cultural Literature Credits: 3  
GARP 0210 - Cultural Geography Credits: 3  
HIST 0113 - World History to 1600 Credits: 3  
HIST 0276 - Latin America to 1800 Credits: 3  
HIST 0277 - Latin America Since 1800 Credits: 3  
LACS 0101 - Introduction to Latin American and Caribbean Studies Credits: 3

LARA 0102 - Arabic II Credits: 3  
LARA 0103 - Arabic III Credits: 3  
LARA 0104 - Arabic IV Credits: 3  
LCHI 0102 - Chinese II Credits: 3  
LCHI 0103 - Chinese III Credits: 3  
LCHI 0104 - Chinese IV Credits: 3  
LCUL 0201 - Women in the Hispanic World Credits: 3  
LCUL 0220 - Envisioning the Americas Credits: 3  
LFRE 0102 - French II Credits: 3  
LFRE 0103 - French III Credits: 3  
LFRE 0104 - French IV Credits: 3  
LFRE 0201 - Reading French Texts Credits: 3  
LFRE 0205 - Speaking and Writing: Intermediate Level Credits: 3  
LFRE 0305 - Speaking and Writing French: Advanced Level Credits: 3  
LLIT 0201 - Women Writers of the Americas: Global Credits: 3  
LLIT 0210 - Studies in the Literature of Africa and the African Diaspora: (Varying Topics): Credits: 3  
LLIT 0220 - Studies in European Cultures (Varying Topics) Credits: 3  
LLIT 0310 - Seminar in Hispanic Studies Credits: 3  
LSPA 0102 - Spanish II Credits: 3  
LSPA 0103 - Spanish III Credits: 3  
LSPA 0104 - Spanish IV Credits: 3  
LSPA 0215 - Speaking and Writing Spanish Credits: 3  
LSPA 0217 - Reading Spanish Texts Credits: 3  
MGMT 0338 - International Business Credits: 3  
**MUSC 0104 - World Music Credits: 3**  
PHIL 0217 - Philosophy and Film Credits: 3  
POLS 0110 - Introduction to Asian Studies Credits: 3  
POLS 0209 - International Relations Credits: 3  
SOCI 0326 - The Global Experience Credits: 3

**United States Diversity [UDIV]**

ART 0358 - African American Art Credits: 3  
COMM 0212 - Film and Gender Credits: 3  
CRJU 0312 - Women in the Criminal Justice System Credits: 3  
ECON 0304 - Urban Economics Credits: 3  
EDUC 0380 - Critical Multicultural Education Credits: 3  
EGST 0101 - Introduction to Comparative Ethnic Studies Credits: 3  
EGST 0203 - Introduction to African American Studies Credits: 3  
EGST 0204 - Introduction to Latino/a Studies Credits: 3  
EGST 0205 - Introduction to Gay And Lesbian Studies Credits: 3  
**EGST 0208 - Hip Hop Cultures Credits: 3**  
EGST 0209 - Images in Black and Brown Credits: 3  
EGST 0212 - Introduction to Asian American Studies Credits: 3  
EGST 0216 - Deviance and Culture Credits: 3  
EGST 0220 - Religion, Gender and Society Credits: 3  
EGST 0221 - Women in Modern Organizations Credits: 3  
EGST 0232 - Puerto Rican Literatures Credits: 3  
EGST 0237 - U.S. Latino/a Diasporic Communities Credits:  
ENGL 0112 - Introduction to Black American Literature Credits: 3  
ENGL 0115 - Introduction to Native American Literature Credits: 3  
ENGL 0117 - Introduction to Asian American Literature Credits: 3  
ENGL 0240 - Cultural Studies Credits: 3  
GARP 0203 - Geography of Hunger and Poverty in the United States Credits:  
GARP 0204 - Housing in America Credits: 3

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HIST 0263 - U.S. Women's History Credits: 3

HIST 0264 - African American History Credits: 3

HIST 0265 - The Minority Experience: A Multicultural History of the United States Credits: 3

HIST 0275 - African-American History and Civil Rights Since 1865 Credits: 3

LANG 0210 - Language Culture and Society Credits: 3

LCUL 0210 - U.S. Latino/a Cultural Studies Credits: 3

LLIT 0202 - Women Writers of the Americas: US Credits: 3

LLIT 0232 - Puerto Rican Literatures Credits: 3

MOVP 0325 - Women and Sport Credits: 3

MUSC 0160 - History of Jazz Credits: 3

SOCI 0202 - Race and Ethnic Relations Credits: 3

SOCI 0319 - Sociology of Sexualities Credits: 3

**Form B: LOI Goals and Objectives**

Goal	Measurable Objective	Strategy for Achievement	Timetable
1. Develop clinical musicianship	Demonstrate entry-level competence in the following areas, as evaluated by successful completion of coursework, passing clinical skills evaluations, and passing the Music Therapy Advanced Placement and Pre-Internship Juries: <ul style="list-style-type: none"> <li>• Technical skill for artistic self-expression</li> <li>• Advanced keyboard skills</li> <li>• Skills in voice including ability to sing and lead groups</li> <li>• Guitar skills sufficient to accompany self and groups</li> <li>• Skills in performing and facilitating use of a variety of percussion instruments appropriate to therapeutic setting</li> <li>• Use of music technology appropriate to clinical settings</li> <li>• Conducting skills adequate to leading small and large therapeutic ensembles</li> <li>• Ability to lead structured and improvisatory movement with music</li> <li>• Clinical improvisation skills appropriate to clinical settings</li> <li>• Applied use of clinical musicianship skills in supervised clinical training coursework</li> </ul>	<ul style="list-style-type: none"> <li>• Applied study on primary instrument/voice with juried performance</li> <li>• Participation in primary and secondary ensembles using primary and clinical instruments/voice</li> <li>• Successful completion of applied clinical musicianship courses in voice, piano, guitar, percussion, technology, and improvisation</li> <li>• Demonstration of applied use of clinical musicianship in Clinical Practicum, Capstone in Music Therapy, and supervised internship in music therapy</li> </ul>	Developed over 8 semesters and assessed at the following timepoints: <ul style="list-style-type: none"> <li>• Juried solo performance in each semester enrolled in applied lessons</li> <li>• Advanced placement jury in second year</li> <li>• Pre-Internship Jury in final year</li> <li>• Clinical skills evaluations in each of five semesters enrolled in clinical music therapy training: four semesters of Clinical Practicum in Music Therapy and one semester of Clinical Capstone in Music Therapy</li> <li>• Clinical skills evaluation at the completion of the culminating internship in music therapy</li> </ul>
2. Develop an understanding of music theory, composition, and arranging	Demonstrate entry-level competence in the following areas, as evaluated by successful completion of coursework, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries: <ul style="list-style-type: none"> <li>• Compose music to meet the therapeutic needs of individuals and groups</li> <li>• Identify the elemental, structural, and stylistic characteristics of music from various periods, cultures, and genres</li> <li>• Transpose, arrange, and simplify music compositions for clinical settings</li> <li>• Sight-read and learn by ear melodies, rhythms, and chord progressions</li> </ul>	<ul style="list-style-type: none"> <li>• Foundational music theory coursework in the first two years of study</li> <li>• Composition and arranging integrated into music therapy and clinical musicianship coursework</li> <li>• Music theory, composition, and arranging integrated into applied clinical context with supervision by a board-certified music therapist</li> </ul>	Developed over 8 semesters and assessed at the following timepoints: <ul style="list-style-type: none"> <li>• Completion of music theory coursework</li> <li>• Music Therapy Advanced Placement Jury in second year</li> <li>• Completion of Pre-Internship Jury in final year</li> <li>• Clinical skills evaluations in each of five semesters enrolled in clinical music therapy training and at the completion of a culminating internship</li> </ul>
3. Develop basic knowledge of music history and repertoires	Demonstrate acquisition of the following at a level sufficient for entry-level competence in music therapy, as assessed by completion of coursework, functional music exams, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries: <ul style="list-style-type: none"> <li>• Understanding of music within historical, cultural, and stylistic contexts</li> <li>• Facility with a basic repertoire of traditional, folk, and popular songs</li> <li>• Ability to recognize standard works in the literature</li> </ul>	<ul style="list-style-type: none"> <li>• Coursework surveying Western art music and music from other cultures with their historical, cultural, and stylistic contexts</li> <li>• Study of standard repertoire in applied instrument/voice lessons and primary and secondary ensembles</li> <li>• Integration of a variety of popular genres from the 20<sup>th</sup> and 21<sup>st</sup> centuries into clinical musicianship and music therapy coursework</li> <li>• Development of a repertoire of clinically appropriate music in clinical musicianship courses</li> <li>• Applied use of music repertoires in supervised music therapy internship</li> </ul>	Developed over 8 semesters and assessed at the following timepoints: <ul style="list-style-type: none"> <li>• Completion of music history coursework in the first two years</li> <li>• Completion of Music Therapy Advanced Placement Jury in second year</li> <li>• Completion of Pre-Internship Jury in final year</li> <li>• Clinical skills evaluations in each of five semesters enrolled in clinical practicum and clinical capstone</li> <li>• Internship Clinical Evaluation</li> </ul>

**Institution:** Westfield State University**Proposed Degree:** Bachelor of Music in Music Therapy

4. Develop knowledge of therapeutic principles	<p>Demonstrate basic knowledge of the following sufficient for entry-level competence, as assessed by completion of clinical foundations coursework, clinical skills evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> <li>• The dynamics and processes of a therapist-client relationship</li> <li>• The dynamics and processes of therapy groups</li> <li>• The accepted methods of major therapeutic approaches</li> <li>• The ability to apply integrated knowledge of therapeutic principles into the music therapy treatment process</li> <li>• Respect for and understanding of the influence of intersecting social and cultural identities on the therapeutic process</li> <li>• The influence of therapist's psychological and emotional responses in music therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-disciplinary coursework in psychology, human biology, and music therapy to learn and integrate information</li> <li>• Sequenced music therapy coursework designed to scaffold therapeutic principles of increasing complexity</li> <li>• Clinical application of therapeutic principles in five semesters of clinical training plus music therapy internship with supervision by a board-certified music therapist</li> <li>• Assignments to support experiential learning and reflexivity built into all music therapy courses</li> </ul>	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> <li>• Successful completion of cross-disciplinary coursework on therapeutic principles</li> <li>• Music Therapy Advanced Placement Jury in second year</li> <li>• Completion of Pre-Internship Jury in final year</li> <li>• Clinical skills evaluations in each of five semesters</li> <li>• Internship Clinical Evaluation</li> </ul>
5. Develop applied therapeutic knowledge for clinical settings	<p>Demonstrate knowledge of the following sufficient for entry-level music therapy practice, as assessed by successful completion of coursework and clinical skills evaluations:</p> <ul style="list-style-type: none"> <li>• Typical and atypical human development, exceptionality, and psychopathology</li> <li>• The causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications</li> <li>• The potentials and limitations of various clinical populations served by music therapists</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-disciplinary coursework</li> <li>• Music therapy coursework to integrate therapeutic knowledge in context</li> <li>• Music therapy coursework organized around the unique strengths and needs of different clinical populations</li> <li>• Assigned research papers to apply knowledge of persons with clinical needs in real-world clinical training with supervision by a board-certified music therapist</li> </ul>	<p>Developed over 8 semesters and assessed at the following timepoints:</p> <ul style="list-style-type: none"> <li>• Successful completion of cross-disciplinary coursework on therapeutic principles</li> <li>• Music Therapy Advanced Placement Jury in second year</li> <li>• Completion of Pre-Internship Jury in final year</li> <li>• Clinical skills evaluations in each of five semesters</li> <li>• Internship Clinical Evaluation</li> </ul>
6. Develop knowledge of foundations and principles of music therapy	<p>Demonstrate entry-level competence in the following areas, as assessed by successful completion of music therapy coursework, clinical evaluations, and Music Therapy Advanced Placement and Pre-Internship Juries:</p> <ul style="list-style-type: none"> <li>• Music therapy methods, techniques, equipment, and materials</li> <li>• The psychological aspects of musical behavior and experience including but not limited to perception, cognition, affective response, learning, development, preference, and creativity</li> <li>• The physiological aspects of the music experience including but not limited to the central and peripheral nervous system and psychomotor responses</li> <li>• The philosophical, physiological, and sociological basis of music as therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Sequenced music therapy coursework to support scaffolded development of knowledge and skill acquisition</li> <li>• Real-world application of knowledge in five semesters of clinical training courses with supervision by a board-certified music therapist</li> <li>• Integration of music therapy foundations and principles in a supervised internship</li> </ul>	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> <li>• Music therapy coursework exams</li> <li>• Music Therapy Advanced Placement in the second year</li> <li>• Pre-Internship Jury in the final year</li> <li>• Internship Clinical Evaluation</li> </ul>
7. Develop knowledge of the music therapy treatment process	<p>Demonstrate entry-level competence in the following areas of the music therapy treatment process:</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Treatment planning</li> <li>• Therapy implementation</li> <li>• Therapy evaluation</li> <li>• Documentation</li> <li>• Discharge Planning</li> </ul> <p>with clinical populations in the following areas of clinical service specified by the American Music Therapy Association Standards of Clinical Practice:</p> <ul style="list-style-type: none"> <li>• Addictive disorders</li> <li>• Consultant</li> <li>• Intellectual and developmental disabilities</li> <li>• Educational settings</li> <li>• Older adults</li> <li>• Medical settings</li> <li>• Mental health</li> <li>• Physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the music therapy treatment process in the student's first two music therapy courses, Introduction to Music Therapy and Clinical Foundations of Music Therapy</li> <li>• Application of the music therapy treatment process in five semesters of supervised clinical training plus a supervised music therapy internship in a variety of clinical settings</li> </ul>	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> <li>• Music therapy coursework exams</li> <li>• Music Therapy Advanced Placement in the second year</li> <li>• Pre-Internship Jury in the final year</li> <li>• Clinical skills evaluations</li> <li>• Internship Clinical Evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>• Private practice</li> <li>• Wellness practice</li> </ul>		
8. Develop knowledge of professional issues in music therapy	<ul style="list-style-type: none"> <li>• Engage effectively in interpersonal collaboration</li> <li>• Engage effectively in individual and group music therapy supervision</li> <li>• Demonstrate an understanding of the following, as evaluated by successful completion of music therapy coursework and clinical skills evaluation: <ul style="list-style-type: none"> <li>• The professional role of a music therapist</li> <li>• Practical application of the AMTA Code of Ethics</li> <li>• Clinical music therapy program development and administration</li> <li>• Professional standards of clinical practice in music therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of professional issues in Introduction to Music Therapy</li> <li>• Discussion of ethical dilemmas and the AMTA code of ethics in the context of each music therapy course</li> <li>• Opportunities for practicing the professional role and interprofessional collaboration in five semesters of supervised clinical training</li> <li>• Applied practice of program administration and development in the student's supervised music therapy internship</li> <li>• Professional Issues in music therapy, develop music therapy program proposal for a clinical institution according to the student's interests</li> </ul>	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> <li>• Music therapy coursework exams</li> <li>• Pre-Internship Jury in the final year</li> <li>• Clinical skills evaluations</li> <li>• Internship Clinical Evaluation</li> </ul>
9. Synthesize knowledge and skills	<ul style="list-style-type: none"> <li>• Interpret and apply information from professional research literature</li> <li>• Demonstrate a basic knowledge of various research methods</li> <li>• Apply integrated knowledge and skills in a clinical setting</li> <li>• Demonstrate ability to engage in independent learning</li> </ul>	<ul style="list-style-type: none"> <li>• Research methods coursework</li> <li>• Music therapy coursework that requires synthesis of research findings</li> <li>• Application of integrated knowledge and skills in five semesters of supervised clinical practice in music therapy, including one where the student writes a clinical case study following scholarly standards</li> <li>• 1,010 hour supervised Music Therapy Internship</li> </ul>	<p>Developed over 8 semesters and assessed in:</p> <ul style="list-style-type: none"> <li>• Music therapy coursework exams</li> <li>• Clinical Capstone in Music Therapy case study paper</li> <li>• Pre-Internship Jury in the final year</li> <li>• Clinical skills evaluations</li> <li>• Internship Clinical Evaluation</li> </ul>
<p>Additional strategies to help students achieve the required music therapy competencies include:</p> <ul style="list-style-type: none"> <li>• Targeted advising in which the student and faculty collaborate in the student's first semester to create a four-year plus internship plan.</li> <li>• An emphasis on applied use of classroom knowledge and skill in real-world clinical environments. This happens in five semesters of supervised music therapy practice at various community institutions and culminates in an AMTA-approved music therapy internship.</li> <li>• Midterm and final clinical evaluations in all five semesters of clinical training and internship. At each evaluation, the student and supervisor meet to discuss the student's strengths and needs, and if necessary, create a formal plan for remediating any deficiencies. These plans must include specific skills and criteria that must be met, strategies for meeting those criteria, and a timeline.</li> </ul>			

**Form C: LOI Program Enrollment**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New Full-Time	2	3	5	7	11 <sup>+</sup>
Continuing Full-Time	2	4	7	12	19
New Part-Time**	0	1	1	1	1
Continuing Part-Time**	0	0	1	1	1
<b>Totals</b>	<b>4</b>	<b>8</b>	<b>14</b>	<b>21</b>	<b>32*<sup>+</sup></b>

<sup>+</sup> Once established, the Music Therapy program has a **target of 12 new students per year for a total enrollment of 48**. This Program Enrollment Plan represents a conservative estimate of program growth, and the music department can accommodate more students and a faster rate of growth than this projection.

\* Total is calculated on the assumption that students graduate after four years so that by Year 5, the four total students enrolled in Year 1 have graduated and are no longer included in the total.

\*\* Part-time students included here are students who enroll through the College of Graduate and Continuing Education. This track, designed to take two years, is for students who already have a bachelor's degree to take the requisite music therapy courses to fulfill AMTA and NASM clinical training requirements to become eligible for Board Certification as a Music Therapist.

**Form D: LOI Program Budget**

In designing this program to be responsive to new concerns in light of COVID-19, we have emphasized cost-savings and efficiencies so that the Music Therapy program is revenue-generating for the university. See Item C.1, *Average Course Enrollment*.

All costs associated with adding the music therapy program, other than adjunct faculty, will come from existing budget lines.

A note on Part-Time/Adjunct costs: The costs for Clinical Supervision are directly offset by savings in Applied Music. Music Therapy students enroll in four (4) semesters of Music Therapy Practicum for which they receive clinical supervision, but enroll in four (4) fewer semesters of Applied Music than other music majors. In the first five years of the program, we project 57 student-semesters of enrollment in MT Practicum, bringing the cost of clinical supervision for MT Practicum to \$45,396.60. The same number of student-semesters enrolled in Applied Music totals \$39,014.22 (non-unit) to \$59,107.86 (unit), meaning that the additional costs for Clinical Supervision are offset by savings in Applied Music.

<i>One Time/ Start Up Costs</i>		<b>Annual Enrollment</b>				
		4 students	8 students	14 students	21 students	32 students
<b>Cost Categories</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
\$0	Full Time Faculty (Salary & Fringe*) This is a current full-time faculty member in a long-standing existing faculty line, who will coordinate the music therapy program.	\$83,508 (Pre-existing faculty line). No new full-time faculty are to be added in the first 5 years.	\$85,178 (Pre-existing faculty line)	\$86,881.56 (Pre-existing faculty line)	\$88,619.19 (Pre-existing faculty line)	\$90,391.57 (Pre-existing faculty line)
\$0	Part Time/Adjunct Faculty** Clinical Supervision <sup>⊕</sup>	\$0	\$0	\$8,694.19	\$13,070.88	\$31,417.56
	Classroom teaching <sup>⊕</sup>	\$0	\$0	\$0	\$0	\$7,785.84
	<b>Total Part Time/Adjunct:</b>	<b>\$0</b>	<b>\$0</b>	<b>\$8,694.19</b>	<b>\$13,070.88</b>	<b>\$39,203.40</b>
Savings from Applied Music offset over the first 5 years: \$59,107.86 (unit rate)						
\$0	Staff	\$0	\$0	\$0	\$0	\$0
\$0	General Administrative Costs	No additional costs	No additional costs	No additional costs	No additional costs	No additional costs
\$0	Instructional Materials, Library Acquisitions, Musical Instruments	\$750 drawn from existing Music Dept ESTF	\$1,000 drawn from existing Music Dept ESTF	\$1,500 drawn from existing Music Dept ESTF	\$2,000 drawn from existing Music Dept ESTF	\$2,500 drawn from existing Music Dept ESTF
\$0	Facilities/Space/Equipment, including musical instrument purchases over \$200	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
\$0	Field & Clinical Resources	\$75 <i>mileage for clinical supervision</i>	\$100 <i>mileage for clinical supervision</i>	\$200 <i>mileage for clinical supervision</i>	\$250 <i>mileage for clinical supervision</i>	\$300 <i>mileage for clinical supervision</i>
\$500	Marketing	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
\$3500	Accreditation Fees: American Music Therapy Association	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000

<i>One Time/Start-Up Support</i>	<i>Revenue Sources</i>	<i>Annual Income</i>				
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
N/A	Grants	N/A	N/A	N/A	N/A	N/A
N/A	Tuition <sup>x</sup>	\$3,880	\$6,790	\$11,640	\$18,430	\$29,100
N/A	Fees <sup>x</sup>	\$39,516	\$69,153	\$118,548	\$187,701	\$296,370
N/A	Housing & Dining <sup>o</sup> <i>(For 60% of projected full-time students)</i>	\$25,417	\$44,480	\$76,252	\$120,732	\$317,715
N/A	Tuition <sup>+</sup> <i>Part-time CGCE students</i>	\$0	\$2,550	\$5,100	\$5,100	\$5,100
N/A	Fees <sup>+</sup> <i>Part-time CGCE students</i>	\$0	\$7,050	\$14,100	\$14,100	\$14,100
N/A	Departmental	N/A				
N/A	Reallocated Funds	N/A				
N/A	Other (specify)	N/A				
	<b>Income TOTALS</b>	<b>\$68,813</b>	<b>\$130,023</b>	<b>\$225,640</b>	<b>\$346,063</b>	<b>\$662,385</b>
<b>Totals Over the First Five Years</b>						
Total NEW SPENDING <sup>•</sup> :		\$21,785.61				
Total Re-Allocated Use of EXISTING RESOURCES:		\$442,328.32				
<b>Total COSTS:</b>		<b>\$464,113.93</b>				
<b>Total INCOME:</b>		<b>\$1,207,509.64</b>				
<b>Total REVENUE over the first 5 years:</b>		<b>\$743,395.71</b>				

\*Salary increase estimate of 2% annually, and calculated with estimated fringe for FY 21, FY22, FY23, and FY24

\*\* These figures represent the maximum possible cost of clinical supervision by part-time instructors. When students are placed at a practicum site with a board-certified music therapist on staff, facility guidelines often prohibit compensation for that therapist to supervise students. In these cases, part-time faculty costs may be lower than the listed figure.

<sup>•</sup>Part-time adjunct faculty expense estimates were calculated according to the following rates:

Yr 3 Adjunct for Clinical Supervision: non-unit rate, since adjunct will be new faculty

Yr 4 Adjunct for Clinical Supervision: half unit-rate, half non-unit rate

Yr 5 Adjunct for Clinical Supervision: all unit-rate

Yr 5 Adjunct for classroom teaching: non-unit rate, since that faculty is likely to be new

<sup>x</sup> Tuition revenue is based on enrollment projections (see Form C) and cost of tuition and fees from 2019-2020. It is calculated based on our projected enrollment, minus projections for part-time students enrolling through CGCE. See note <sup>+</sup> below.

<sup>o</sup> Approximately 60% of students at Westfield State University are residential. Therefore, we anticipate revenue from housing and dining for 60% of full-time students in the music therapy program. Cost of housing and dining were calculated using figures from 2019-2020. On-campus housing costs ranged from \$6,850-\$10,200, so we used the average of \$8,525 in our calculation. For dining, we used the Basic Meal Plan at \$2,065.50.

- + This represents tuition and fees for part-time students enrolling through the College of Graduate and Continuing Education who already have bachelor's degrees and enroll in courses for the music therapy program in order to become eligible for board-certification as a music therapist. The estimated numbers for these part-time students are conservative at just one new student per year, and are subtracted from the full enrollment projections. We see this as a potential area for substantial enrollment growth beyond our enrollment projections. Amounts are based on CGCE tuition and fees for 2019-2020.
- New spending includes new accreditation fees, marketing, field & clinical resources, equipment, part-time faculty not off-set by Applied Music savings. All other costs associated with the program are reallocated existing resources.

## 1) Sample Course Plan

Westfield State University  
 Bachelor of Music in Music Therapy  
 Credits Required: 120  
 Average: 15 credits/semester

<b>FALL Freshman</b>	Credits	<b>SPRING Freshman</b>	Credits
Introduction to Music Therapy	3	Functional Guitar II	1
Functional Guitar I	1	Music Theory I	2
Applied Music I	2	Sight Singing Ear Training I	2
Basic Music Theory (majors)	3	Primary Ensemble	0.5
Primary Ensemble	0.5	Applied Music II	2
Music Appreciation (majors) (Arts Ap I)	3	Class Piano I	1
ENGL 0101 English Composition I	4	Secondary Ensemble (Trad)	0.5
		PSYC 0101 Intro to Psyc (Soc Und I)	3
		Lit & Phil I	3
Total	16.5	Total	15
<b>FALL Sophomore</b>	Credits	<b>SPRING Sophomore</b>	Credits
Clinical Foundations of Music Therapy	1	Neurologic Systems in Music Therapy	2
Music Therapy & Ed with Exceptional Learners	2	Clinical Music Therapy Practicum (I)	1
Applied Music III	2	Music Therapy Practicum Seminar	0
Primary Ensemble	0.5	Applied Music IV	2
Secondary Ensemble (Trad)	0.5	Primary Ensemble	0.5
Voice Class	1	Music History II	3
Music Theory II	2	Music Theory III	2
Sight Singing Ear Training II	2	Sight Singing Ear Training III	2
Class Piano II	1	Class Piano III	1
PSYC 0207 Lifespan Development	3	Social Understanding II	3
Total	15	Total	16.5
<b>FALL Junior</b>	Credits	<b>SPRING Junior</b>	Credits
Music Therapy with Children and Adolescents	2	Theories of Health in Music Therapy	2
Functional Piano	2	Clinical Music Therapy Practicum (III)	1
Clinical Music Therapy Practicum (II)	1	Music Therapy Practicum Seminar	0
Music Therapy Practicum Seminar	0	Music and Expressive Movement	1
PSYC 0201 Theories of Personality	3	Secondary Ensemble (MT)	0.5
GARP 0246: Quant Methods of Phys/Soc Sci (ARSN)	3	Music Technology	2
MATH 0108 Elementary Statistics (TMTH)	3	Percussion Class	1
		PSYC 0303 Abnormal Psychology	3
		Biol 0104 Human Biology (Lab Sci)	4
Total	14	Total	14.5
<b>FALL Senior</b>	Credits	<b>SPRING Senior</b>	Credits
Music Therapy in Mental Healthcare	2	Medical Music Therapy	2
Clinical Improvisation I: Principles and Techniques	2	Clinical Improvisation II: Group Process	2
Clinical Music Therapy Practicum (IV)	1	Clinical Capstone in Music Therapy	1
Music Therapy Practicum Seminar	0	Professional Topics in Music Therapy	1
Secondary Ensemble (MT)	0.5	US History and Govt	3
Basic Conducting	2	Allied Science	3
World Music (AAPP, Global Div)	3	Lit & Phil II	3
EGST 0208 Hip Hop Cultures (US Div & Soc. Und. III)	3		
Total	13.5	Total	15

### INTERNSHIP (0)

Music Therapy  
 Music Core

Clinical Foundations  
 Core / General Studies



## PEDIATRIC PALLIATIVE CARE PROGRAM

30 Capital Drive, West Springfield, MA 01089

413-794-6411; Fax 413-794-6412

3/2/2020

To Whom It May Concern:

I am writing in support to document the need for music therapists in the Western Massachusetts area. I am the manager of the Baystate Pediatric Palliative Care Program, in West Springfield, MA. The state-funded Pediatric Palliative Care Network (PPCN) serves the unmet physical, emotional, social and spiritual needs of eligible children in Massachusetts and their families. Services are provided at no cost to children 18 years old and younger who have a life-limiting illness. Based on the current MA Department of Public Health requirements for the Pediatric Palliative Care Network (PPCN) program, we are required to offer music therapy to our patients. Our program currently serves 80 children and their families and at this time, we have 1 full time music therapist and 1 per diem music therapist to meet our program needs. It is anticipated that the Baystate Pediatric Palliative Care Program may expand to serve additional patients. However, the music therapy workforce available in Western MA, will not meet the need for increased demand in music therapy services.

Please feel free to contact me if you have questions or need additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Michele O'Neill".

Michele O'Neill, MA, LICSW, CCLS  
Manager, Pediatric Palliative Care Program  
413-657-3169

# Commuter Students Matter

Board of Trustees

Thursday April 30, 2020

Academic and Student Affairs Committee

Presented By Shannon Broderick, Director of Student Affairs/Student Conduct



# Overview

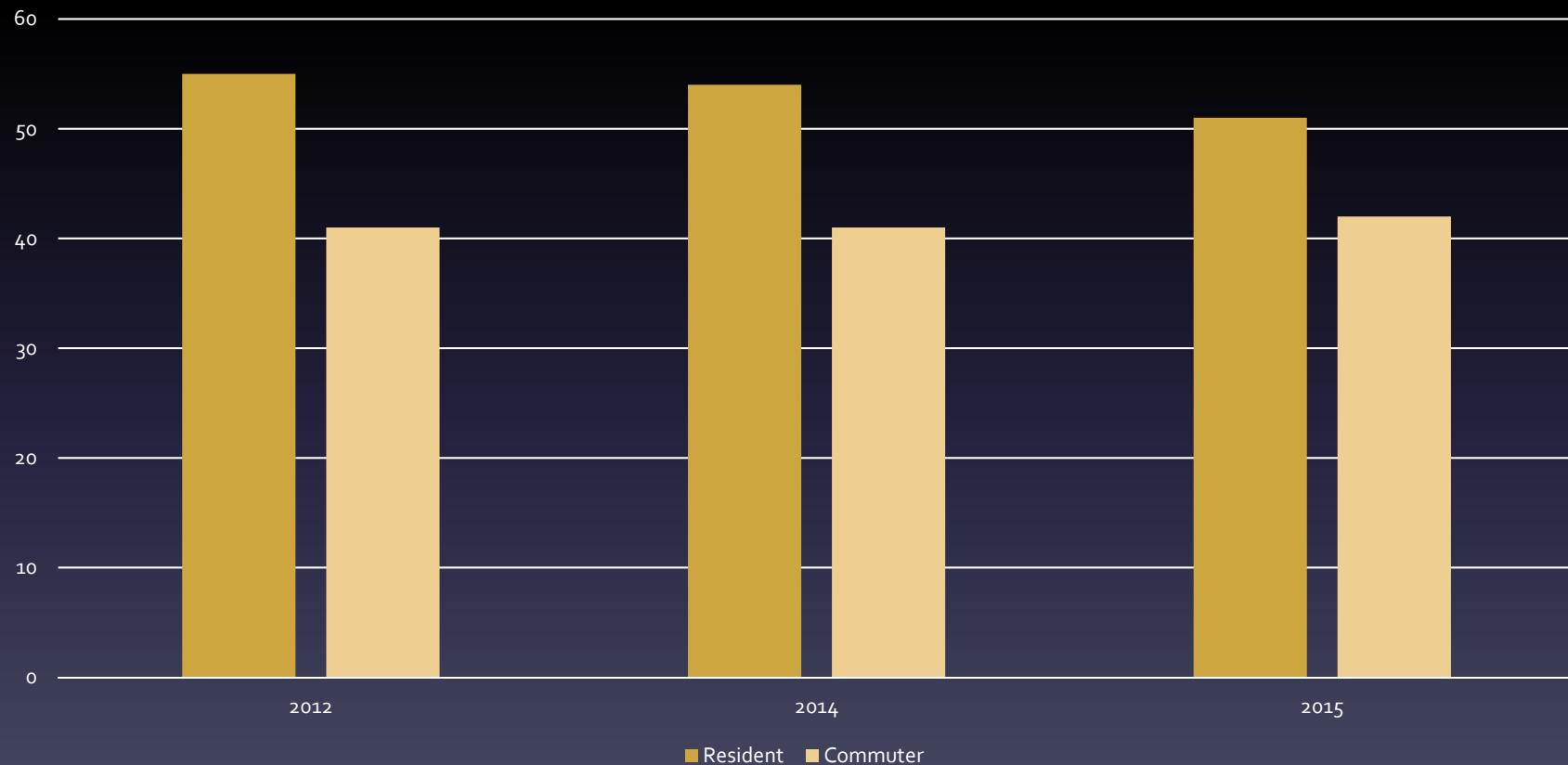
- Current Commuter Population Data
- FY 20 Commuter Engagement Opportunities
- Commuter Survey Purpose
- Commuter Survey Demographics
- Commuter Survey Student Feedback
- Commuter Survey Data – What Does It Tell Us?
- FY 21 Programming

# Percentage of Day Students in Campus Housing by Class Level

Term	First Year	Sophomore	Junior	Senior	All Levels
Fall 2017	82%	72%	52%	36%	59%
Spring 2018	82%	73%	52%	37%	57%
Fall 2018	82%	70%	49%	33%	57%
Spring 2019	82%	71%	50%	34%	55%
Fall 2019	83%	70%	46%	33%	58%
Spring 2020	84%	72%	48%	34%	57%

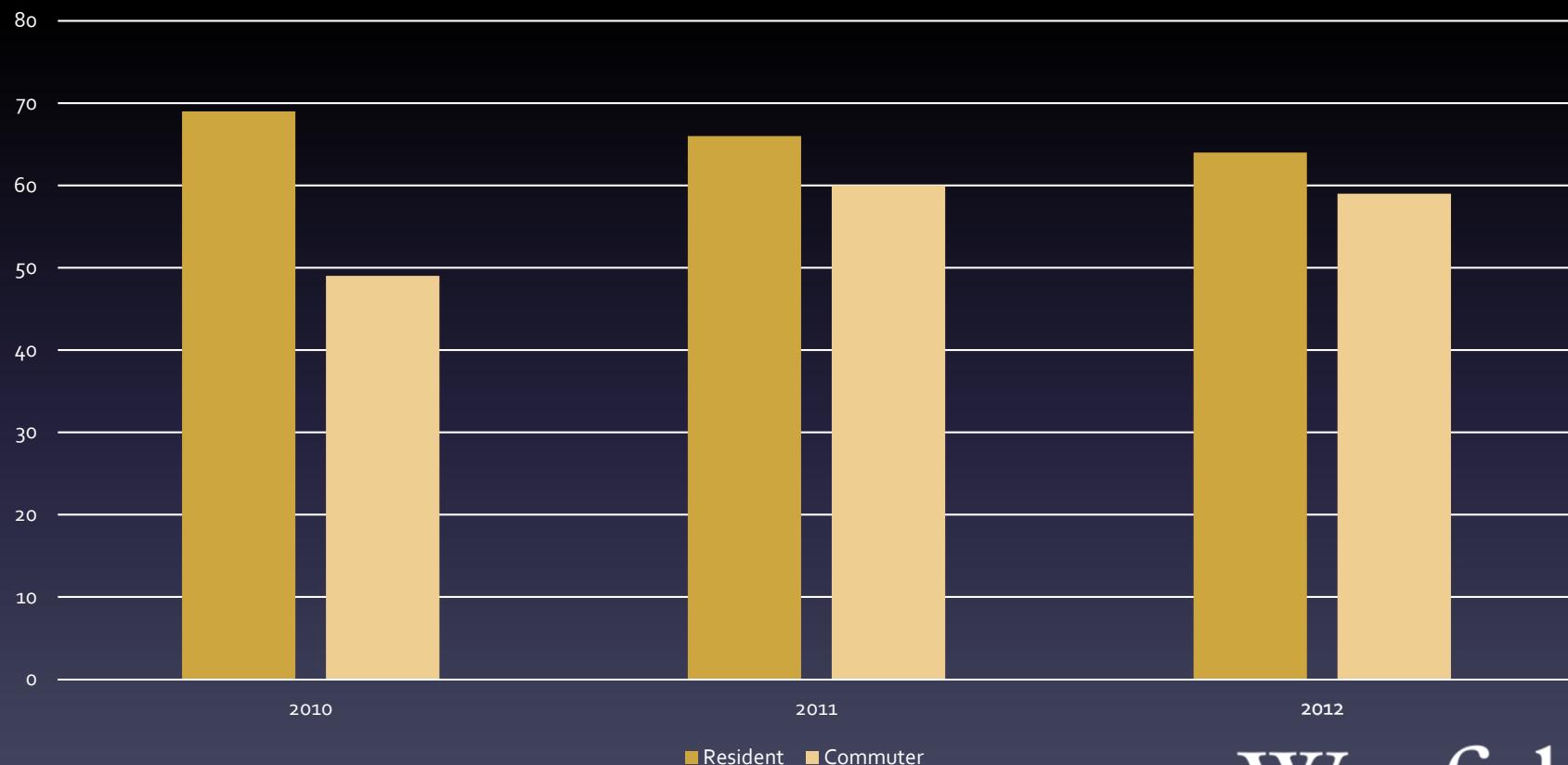
# Graduation and Retention Rates for First Time-Full Time Students (IPEDS Methodology)

Four-Year Graduation Rates for First Time Students



# Graduation and Retention Rates for First Time-Full Time Students (IPEDS Methodology)

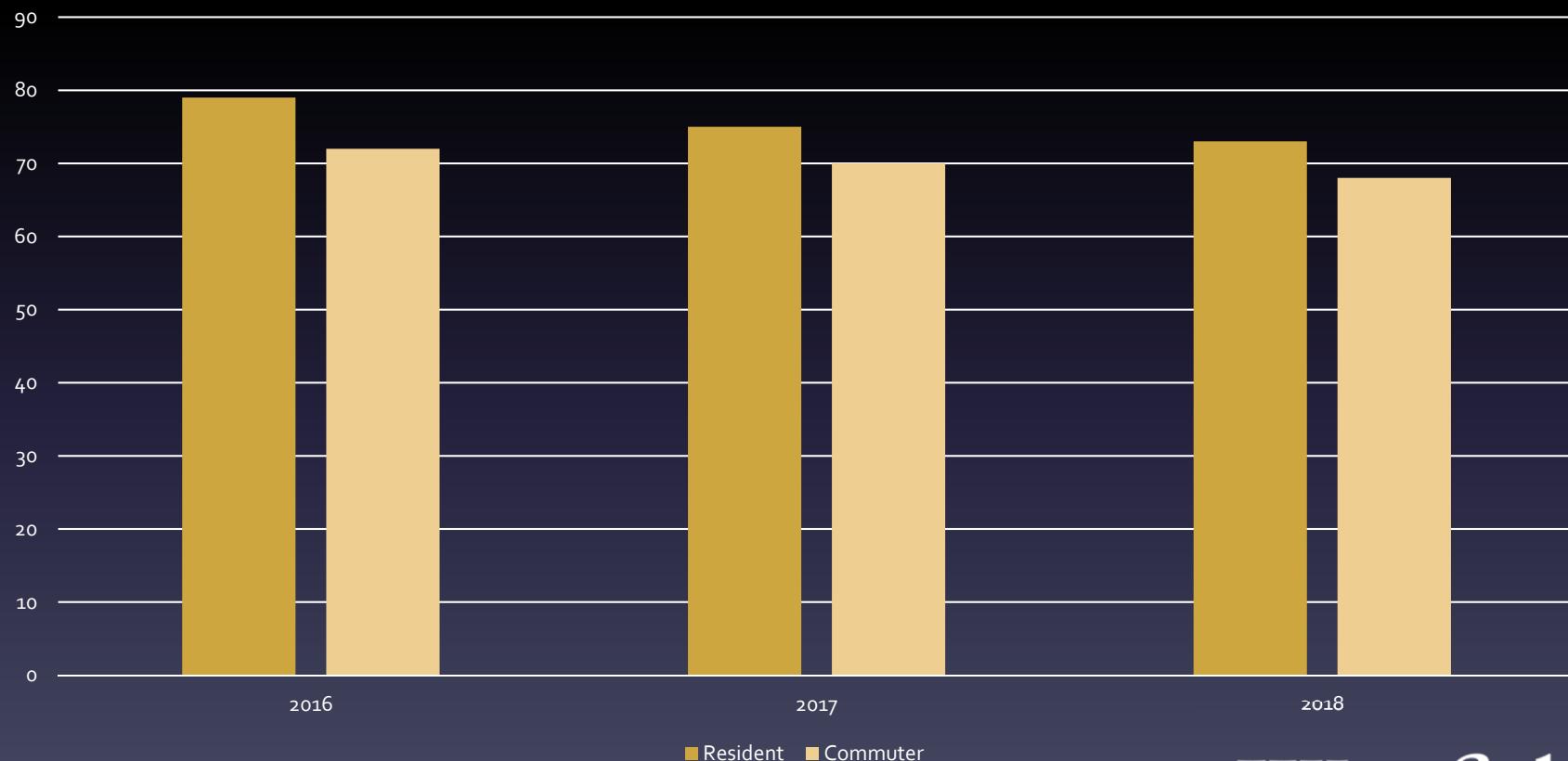
Six-Year Graduation Rates for First Time Students



**Westfield**  
STATE UNIVERSITY

# Graduation and Retention Rates for First Time-Full Time Students (IPEDS Methodology)

One-Year Retention Rates for First Time Students



**Westfield**  
STATE UNIVERSITY

## Six Year Graduation Rate for 2012 Cohort by Pell Eligibility and Housing

Pell Eligibility	Housing Status	Number in cohort	Number of graduates	6 Year Graduation Rate
pell	resident	256	145	57%
pell	commuter	57	28	49%
no pell	resident	575	390	68%
no pell	commuter	100	64	64%

# FY 20 Engagement Opportunities

## Westfield State Experience

- GO2s
- First Year Courses
- The First Six
- Aspire Conference
- The Perch
- National Society of Leadership and Success
- Alpha Lambda Delta - First Year Honor Society
- Emerging Leaders Program

## Commuter Council

- Elected by peers
- Serve on the Student Government Association
- Provide social programming specifically for commuter students
- Designated office for meetings and program developments

# FY 20 Engagement Opportunities Continued

## Commuter Spaces

- Wilson Main Lobby/Café Area
- Access to over 17 common area lounge spaces in addition to computer labs and library

## Commuter Luncheons

- Hosted once a month
- Free to commuter students
- Campus offices participate and provide information on services

## Commuter Newsletter

- Sent monthly or as needed to commuter students with general campus information and commuter related topics

# FY 20 Virtual Engagement Opportunities

## Student Affairs Blog

- Gives students an opportunity to connect with one another and to participate in virtual campus programs

## Acknowledgements

- Certificates and Commencement plaques issued to council members by advisor for participation

## Westfield State Experience

- Go2 connections

# Commuter Survey

Survey issued to Commuter Students in the Winter of 2020

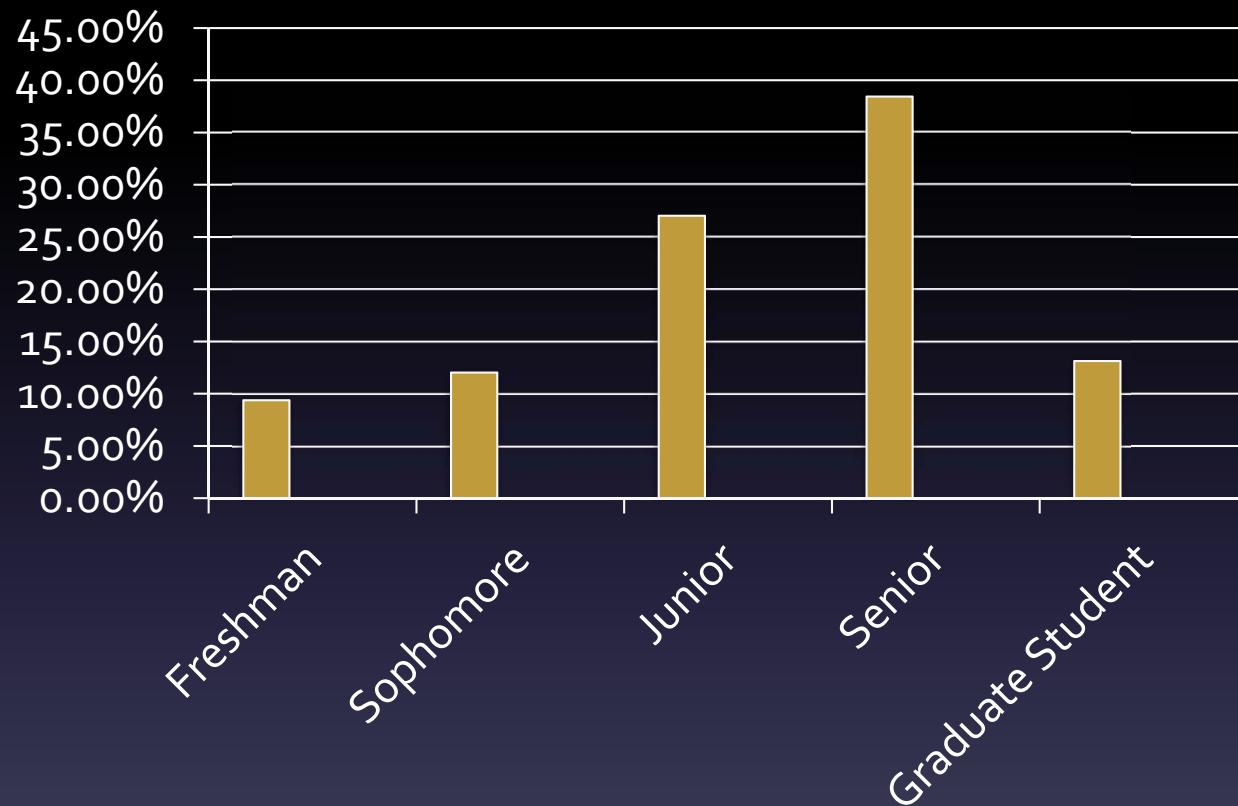
640 commuter students responded and participated in the survey

Purpose of the survey:

- To better understand the commuter student social experience on campus
- To identify the needs of commuter students
- To identify the wants of commuter students
- To identify areas of improvement for commuter interactions and engagement
- To identify areas of success for commuter interactions and engagement

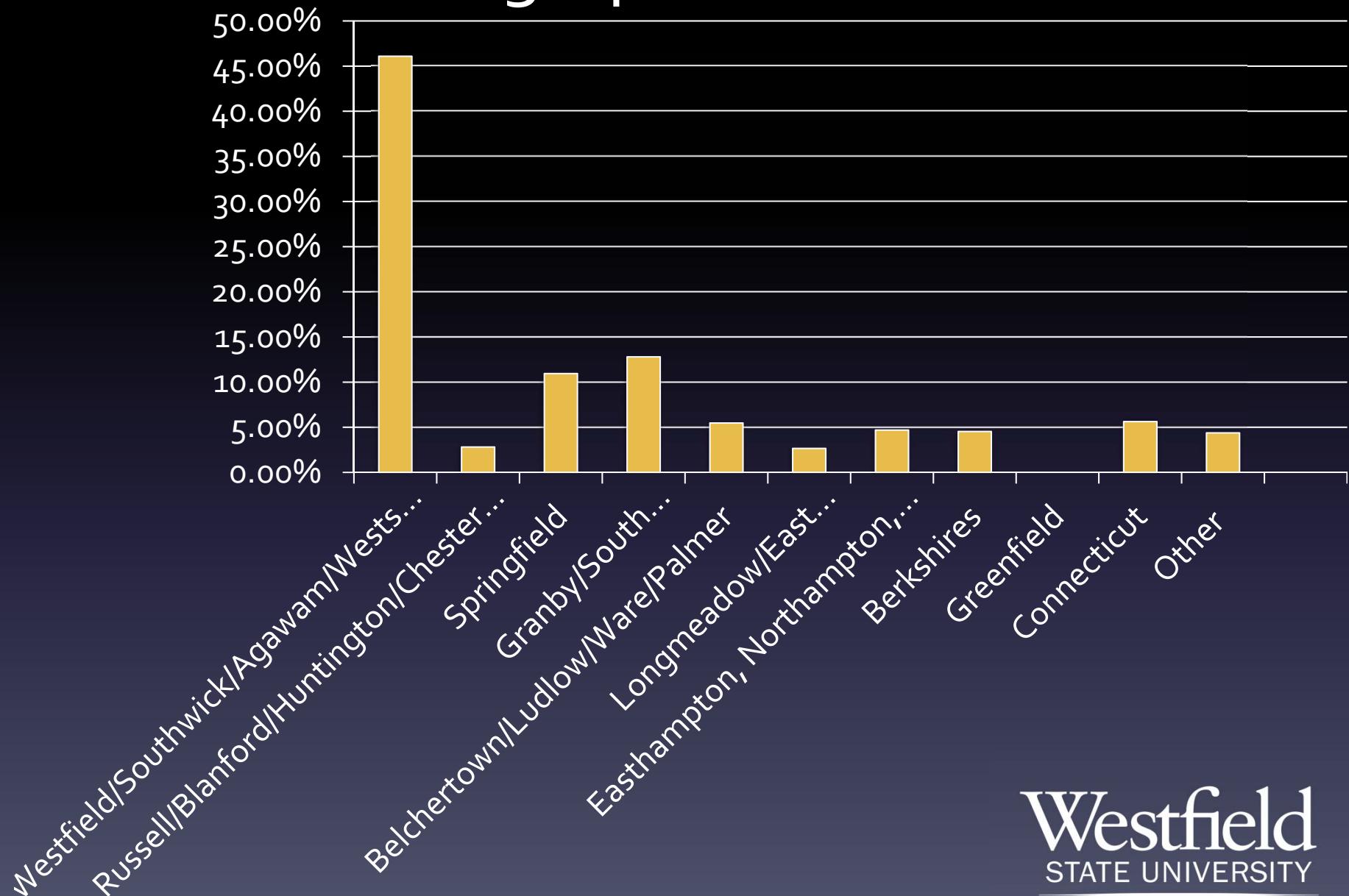
Based on the information we receive in the survey, how can we enhance the experience of our commuter population to support retention efforts and connection to the University?

# Demographics – Who?

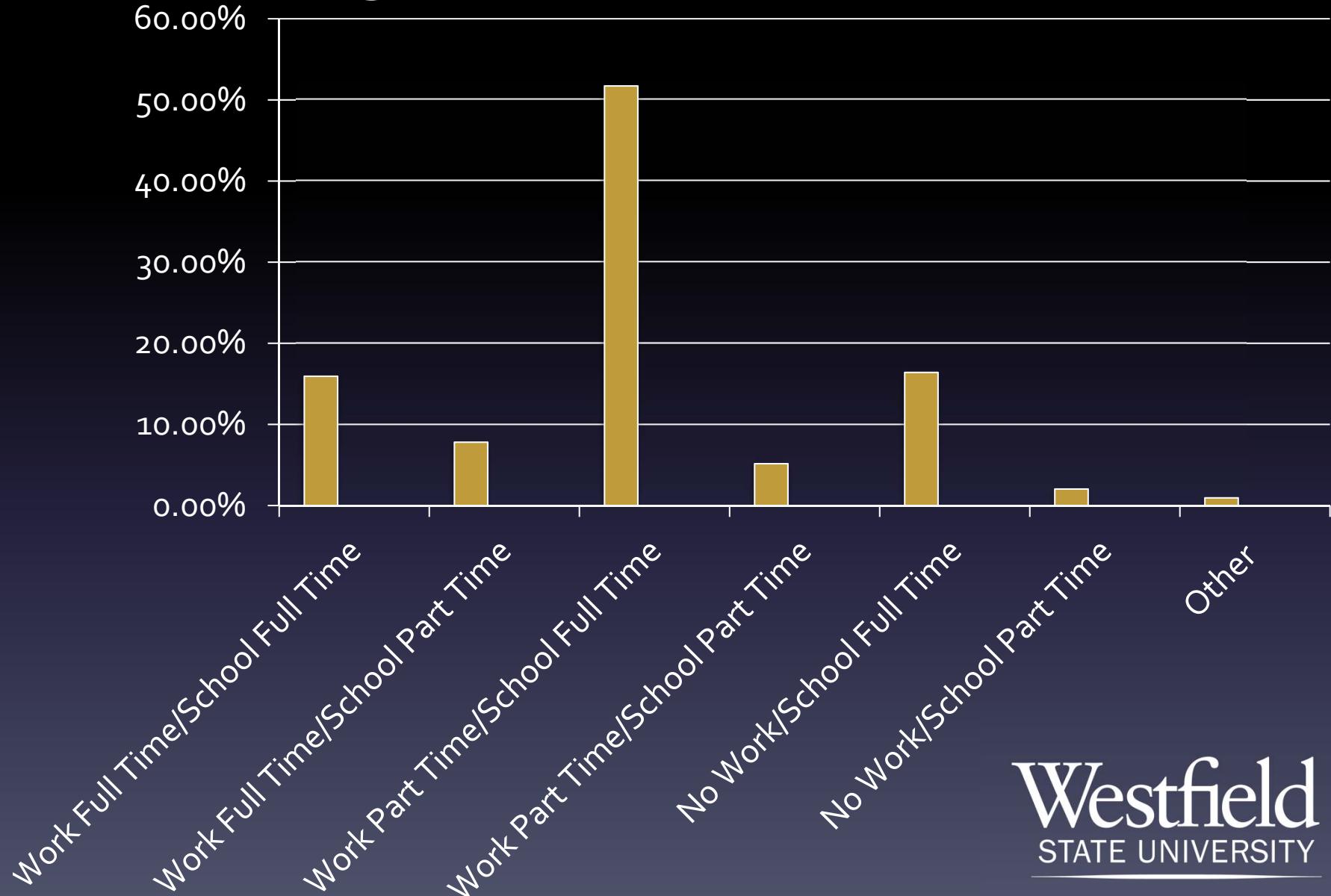


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# Demographics - Where?



# Demographics – Work Life Balance



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# Commuter Survey – Student Feedback

## Recommendations for Improvement

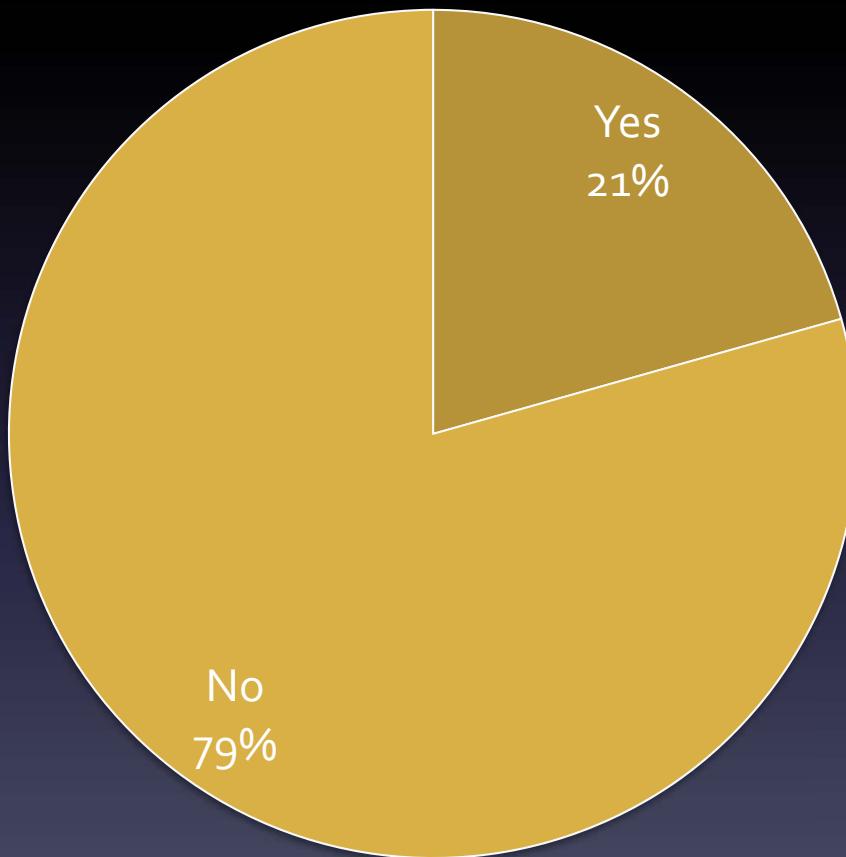
- Parking
  - More spaces
  - Lower fees
  - Proximity of lots to main campus
- Additional access and outreach from campus resources
- Social Orientations and Social Programming Opportunities
- Staff Interactions

## What Students Enjoy

- Proximity of campus to their home
- Cost
- Size and climate of their classroom environment
- Professors
- Flexibility
- Available study spaces on campus

# Commuter Survey

## Attendance At On Campus Events



Westfield  
STATE UNIVERSITY

# What does the survey data tell us?

Commuter students have similarities and differences to our resident student population

Students want to connect with peers both inside and outside of the classroom

Programming intentional and purposeful when thinking about specific population

- Where we program
- How we program
- When we program
- Audience (families, etc.)

Access to campus and resources can be different than those who live on campus

How we interact

# Supports for Commuters Informed by Feedback

Based on the feedback provided by commuter students in the survey, they have identified some areas that they would like to see additional engagement opportunities in. These areas include:

- Collaborations and Connections With Peers
- Community Service
- Social Engagement

# FY 21 Programming

## Commuter Council

- Continued monthly programs ideas developed by the council

## Commuter Appreciation Week

- One week in the Fall 2020
- One week in the SP 2021

## Community Service Opportunities

- Once a semester

## Community Engagement

- Off Campus/Family Friendly recreational activities

## Virtual Program Opportunities

- Virtual 5K Run
  - One in the Fall
  - One in the Spring
- Career Concepts
- Resource Fair
- Relaxation Techniques
- Yoga/Fitness Sessions
- How to videos
  - Educational
  - Recreational



# Questions?

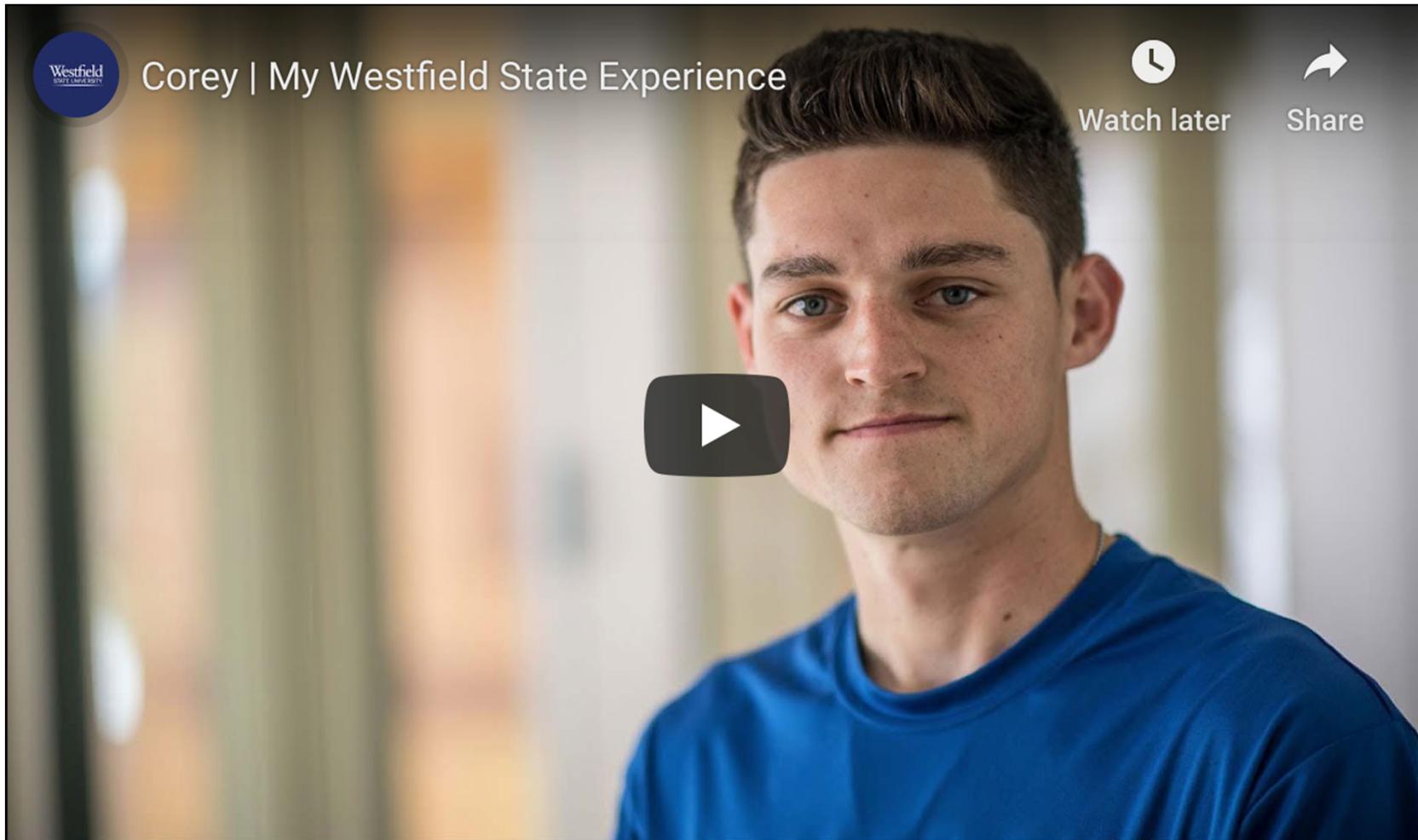
Westfield  
STATE UNIVERSITY

# Westfield State Experience



## Board of Trustees – June 25, 2020

# Corey's Westfield State Experience



[westfield.ma.edu](http://westfield.ma.edu)

**Westfield**  
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# Recap of April BoT Discussion

## Changes to 2018-2019 structure

- Description
- Four pillars and Outcomes

## Unique Westfield Features

- Emphasis on “Start your Westfield State Experience”
- Immediate Connections
- Collaboration – Academic Affairs, Student Affairs, and Enrollment Management



# Outreach to Campus Community

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- Visits with Academic Departments
- Campus Emails
- Communication with Deans, Faculty, Staff and Students
- Marketing Cards
- Regular updates submitted to be added in NewsWise

**Year 1: *ENGAGE*** with people that support their exploration of opportunities during times of transition and growth.

## Example of initiatives

- First-Year Convocation
- First Year Academic Experience (FYO sections with Go2, English Composition, First Year Read and events)
- Emerging Leaders Program
- Alpha Lambda Delta – First-Year Honor Society induction
  - End of Year Milestone – Certificate of completion

**Year 2: *EXPLORE DECISIONS*** by evaluating and aligning their curricular and extracurricular activities with their goals and aspirations.

## Example of initiatives

- ASPIRE – a professional readiness conference w/ Career Spot course for Second-Year Students
- Applied Learning Projects (ALPs)
- Second-Year Student Gathering (Opening Day) – by college
  - End of Year Milestone: Halfway to Graduation Tassel Ceremony

**Year 3: *MAXIMIZE OPPORTUNITIES*** through intensive experiential, applied and high-impact learning opportunities.

### **Example of initiatives**

- CURCA Celebration
- Internships (i.e. discipline specific, Washington Center)
- CURCA Lunch and Learn Series
- Study Away and National Student Exchange
  - End of Year Milestone: WSE Cording Ceremony

**Year 4: ALIGN** your Westfield State Experience to their future endeavors

### **Example of initiatives**

- ACHIEVE for career and graduate school readiness (for seniors)
- Academic Capstone Experiences
- Career Treks with Academic Departments
- Senior Convocation (Opening week)
  - End of Year Milestone: Commencement

# Initiatives and Data

- Alpha Delta Honors Induction (April, 2019)
- National Society of Leadership and Success (April, 2019)
- Emerging Leaders Program (August, 2019)
- GO2 Mentors (Fall 2019)
- ASPIRE Conference (January, 2020)
- CURCA Lunch and Learn Series (All Academic Year)



# What We Have Learned

- Communication with and input from campus constituencies is critical to success
- Reaching all students where they are is important



# Goals for 2020-2021

- Communication/Strategy Plan
- Focus on outcomes and assessment
- Repurpose WSE working group to focus on assessment
- Implementation of Years 3 and 4



## **What is the *Westfield State Experience* (WSE)?**

The *Westfield State Experience* is our promise to provide learning opportunities that will help students create a path toward their success. Our campus community will support their journey from their pre-university lives to their post-university endeavors. The objective is to encourage students to take advantage of opportunities intended to help them connect their in- and out-of classroom experiences, develop professional skills, and enhance their support network in order to achieve their goals.

### **Throughout their time at Westfield State University, students will:**

**ENGAGE** with people that support their exploration of opportunities during times of transition and growth.

- ❖ First-Year Convocation
- ❖ First Year Academic Experience (First-Year Only courses, Composition, First-Year Read and events)
- ❖ Emerging Leaders Program
- ❖ Alpha Lambda Delta First-Year Honor Society Induction
  - End of Year Milestone: Certificate of Completion of First-Year Academic Experience

**EXPLORE DECISIONS** by evaluating and aligning their curricular and extracurricular activities with their goals and aspirations.

- ❖ Aspire - a professional readiness conference w/ Career Spots Course for Second-Year students
- ❖ Applied Learning Projects (ALPs)
- ❖ Second Year Student Gathering by college (Opening day)
  - End of Year Milestone: Halfway to Graduation Tassel Ceremony

**MAXIMIZE OPPORTUNITIES** through intensive experiential, applied, and high-impact learning opportunities.

- ❖ CURCA Celebration
- ❖ Internships (discipline specific, Washington Center, Disney)
- ❖ CURCA Lunch and Learn Series
- ❖ Study Away Experiences
  - End of Year Milestone: WSE Cording

**ALIGN** their Westfield State Experience to their future endeavors.

- ❖ Achieve - a career and graduate school readiness conference for Seniors
- ❖ Academic Capstone Experiences
- ❖ Career Treks with Academic Departments
- ❖ Senior Convocation (Opening Week)
  - End of Year Milestone: Commencement

**We are committed to making opportunities accessible and available to students in order for them to:**

- ★ Develop networks that provide them with advice and guidance.
- ★ Assess and articulate personal skills, abilities and growth areas in the context of their goals.
- ★ Participate in hands-on and real-world collaborative learning activities in both academic and non-academic settings.
- ★ Recognize and articulate accomplishments, and make connections between learning and applied experience(s).

## **WSE Initiatives Implemented 2019-2020**

### **1<sup>st</sup> Six Weeks Calendar**

**Year:** All

**Description:** With the support of Marketing and other members of the campus community, we featured a comprehensive calendar on the Westfield State University website highlighting campus events for students. Events in Academic and Student Affairs were highlighted, including but not limited: to guest speaker lectures, workshops, athletic events, and other campus activities.

**Goal(s):** 1) to raise awareness of Westfield State University campus events, and 2) increase student engagement.

**Participants:** First-Year students (All)

**Program Contact:** Kelly Hart, Director of Admission

### **Emerging Leaders Retreat Program**

**Year:** Year 1

**Description:** From August 29 to August 31, 2019, the University hosted 47 first-year students at the first Emerging Leaders Retreat as part of the new slate of programs offered through the Westfield State Experience. The program provided students the opportunity to explore their own ideas of leadership, gain valuable experience through small group activities, and challenge the status-quo of involvement. Workshops were geared toward incoming first-year students, centered around the Social Change Model of Leadership. The Social Change Model of Leadership Development approaches leadership as a purposeful, collaborative, values-driven process, rather than looking at leaders as people with a title or position. We are developing leaders that will eventually improve the groups or communities they are part of. Our students in the program define a "leader" as anyone who wants to work with others to make a difference. The students ended the retreat with talking about the ways they plan to make a difference here at the University.

**Goal(s):** The program provides students the opportunity to explore their own ideas of leadership, gain valuable experience through small group activities, and challenge the status-quo of involvement.

**Data:** Please refer to handout.

**Participants:** Incoming First-Year students

**Program Contact:** Matt Dellea, Assistant Director of Student Activities, Involvement, and Leadership

### **First-Year Only (FYO)**

**Year:** Year 1

**Description:** The goal of the FYO courses is to create a space in which a first-year student can receive information and support to help in their transition from high school into college. The class is traditionally taught by a full-time faculty, and it is primarily a course that is offered as part of the University's Common Core. In the last couple of years some departments have created their own 'First-Year Seminars'. This class, offered for 1 academic credit, introduces students to the particular discipline.

## **WSE Initiatives Implemented 2019-2020**

**Goal:** To provide first-year students a space where they will be supported in their transition to college.

**Data:** Since Fall 2012, 137 faculty have taught a total of 507 sections of 64 different courses in 19 departments. 81% of these sections have been taught by full-time faculty. In Fall 2019, 53 FYO sections were offered. Of the 1,042 new first-year students 965 (93%) took at least one FYO section. 15% took two or more sections. In Spring 2020, there were 29 sections offered. 494 students took one or more FYO courses. This included 31 students that had not taken an FYO class in Fall 2019. For Fall 2020, 43 sections of FYO will be offered.

**Participants:** First-Year students

**Program Contact:** Enrique Morales-Diaz, Interim Dean of Faculty

### **First-Year Read**

**Year:** Year 1

**Description:** A text chosen for the incoming class to read as part of their Composition or FYO course. This book is chosen by a faculty and staff during the spring semester.

**Goal(s):** to use a non-fiction text that models academic inquiry to engage campus constituents (faculty, students, staff and administration) in a conversation about a contemporary issue that has the potential to promote justice.

**Data:** The text used in 2019-2020 was *Dreamland: The True Tale of America's Opiate Epidemic* by Sam Quinones. Six programs were sponsored by various academic departments, and one by Janet Garcia, former executive director of marketing. A virtual Q&A session was held with the author of the text. The programs were attended by an average of 50 students. The text chosen for 2020-2021 is *Talking Across the Divide: How to Communicate with People you Disagree with and Maybe Even Change the World* by Justin Lee. Mr. Lee's virtual visit to campus is scheduled for September 30, 2020.

**Participants:** First-Year students, but open to the rest of the campus.

**Program Contact:** Enrique Morales-Diaz, Interim Dean of Faculty

### **Go2 Mentors**

**Year:** Year 1

**Description:** Staff/Administrators were partnered with First-Year Only (FYO) courses. A Go2 is simply what we all know it to mean – a resource available to students from the first day; their first connection to someone on campus who was available to answer questions, provide resources and direct students to the right places throughout the first semester and beyond. We know that making connections is critical to keeping students at the University. Go2's helped students to become engaged in campus life! There were 47 Go2 mentors that were staff and administrators from all divisions across campus. There was a training meeting held in September, a second general meeting in November and third general meeting in February to discuss student connections over the

## **WSE Initiatives Implemented 2019-2020**

first semester. There was a total of 965 first-year students in FYO only courses and of those many visits were made to classes to present, deliver refreshments (Dunkin) etc. Also, one group was able to take an Art Class with the faculty member and Go2 to visit Mass Moca in North Adams.

**Goal(s):** 1) To provide first-year students with an immediate and lasting administrative connection/resource on campus; and 2) to get first-year students to engage in campus life in and out of classroom.

**Data:** 965 (93%) took at least one FYO section - Total students that were engaged in a one on one capacity was about 150+ students of the 965. About 30-40% percent of the Go2's presented to students for an initial introduction in their classes.

**Participants:** First-Year students

**Program Contact:** Junior Delgado, Director of the Career Center

### **Career and Advising**

**Year:** Year 1

**Description:** Career Center and Academic Advising staff visited 18 First-Year classes and conducted presentations on career development and academic advising.

**Goal(s):** Focused on engaging Exploratory students to make connections between their classes and careers

**Data:** There were a total of about 360+ students that were presented the information. Of those students engaged about 5% came in to visit a member of the Career Center team for an appointment

**Participants:** First-Year students

**Program Contact:** Junior Delgado, Director of the Career Center

### **Alpha Lambda Delta Honor Society**

**Year:** Year 1

**Description:** ALD is a nationally certified honor society that recognizes the academic achievement of first year students during their first semester. For students to be nominated, they must have achieved a 3.5 GPA during their first semester as first-year students.

**Goal(s):** To provide a community of scholars a platform to develop their leadership skills and provide financial support through scholarships and connections to educational partners.

## WSE Initiatives Implemented 2019-2020

**Data:**

Initial Student status:		
FR enrolled in 201890 term		
A Number of students eligible for nomination	285	
B Number of eligible students in starting cohort	245	
C Number of students in B who were inducted	83	
Information on Return and rates		
D Number of students in B who declined	162	
		1Year(201990) 1,5year(202030)
E Number of students in C who returned in fall 90	80	Honor society One year retention rate=E/C $80/83$ (let's be consistent with all other use of "retention rate" and count from the time of entry, not from induction into the program.)
F Number of students in D who returned in Fall 90	136	Control one year retention rate=F/D $136/162$
		96% 79/83=95%
		84% $134/162=83\%$

For Spring 2020, 285 met the criteria and were nominated for induction. At the time of this writing, the count for those students that had accepted the nomination was 50. However, due to COVID-19 the national office extended the deadline to accept the nomination into Fall 2020 in hopes that there will be an induction ceremony.

**Participants:** First-Year students

**Program Contact:** Enrique Morales-Diaz, Interim Dean of Faculty

### The Perch

**Year:** All (but primarily Year 1)

**Description:** The Perch was a free peer-to-peer social group that was open to all students. The program included food, activities, games, and a Perch T-Shirt. Other benefits included making friends and having fun. There were a variety of events including: Welcome Event; Game & Pizza Night; Craft Night & Snacks; Combined GO2 & Perch Halloween Special Lunch with desserts; Game and Snack night.

**Goal(s):** 1) to provide a peer-to-peer social group for first year students that were having difficulty making connections at Westfield State.

## **WSE Initiatives Implemented 2019-2020**

**Data:** Approximately 15 students per event.

**Participants:** Primarily First-Year Students

**Contacts:** Kim Morgan/Amy Szlachetka, Student Affairs

### **Faculty in Residence**

**Year:** Years 1 & 2

**Description:** Three (3) faculty were selected to live in the residence halls.

**Goal(s):** To have 2 to 3 faculty in residence to engage first and second-year students in the *Westfield State Experience* with specific attention on teaching workshops in the residence halls.

**Data:** They had planned to sponsor a few events during the academic year: February (Courtney bake off), March (March Madness tournament), and April (Courtney courtyard event). In addition to this, we are moving forward with 2 of our 3 Faculty in Residence. Unfortunately, one was not able to continue due to family reasons. However, the other two continued and expressed interest in participating next year as well.

**Participants:** First- and Second-Year students in Davis Hall, Dickinson Hall and New Hall.

**Program Contact:** Gloria Lopez, Vice President of Student Affairs

### **ASPIRE 2020: Find Your Career Path**

**Year:** Year 2

**Description:** This conference took place on January 15-17, 2020 and was open to students at Westfield State. It was two and a half days, filled with powerful self-reflection and career exploration. Together with alumni, faculty, staff and administrators' students learned how to connect their Westfield State education to their future possibilities. Through lively conversations and hands-on activities, they reflected, explored, and prepared to act on their career interests and goals. We encouraged students to apply and fully immerse themselves in the experience. Students took advantage of the connections they made and insight they gained from this program. As part of the conference participation, students were also provided with the opportunity to complete the Career Spots Career Guide Course that focuses on soft/essential/power skills. This course can be completed in 3 –4 hours.

**Goal(s):** For students to connect their education to future possibilities, through conversations and hands-on activities. As well as students reflecting, exploring and preparing to act on their career interests and goals.

**Data:** Of the 47 Students who signed up, 32 attended day one – 28 completed the conference. 24 Full-Time Day Students, 2 Full-Time CGCE Students, 2 Part-Time CGCE Students. Students rated the five sessions between 80-90% percent as excellent (satisfaction). Of the 28 students that received the Career Spots Course, 8 completed the course.

**Participants:** Second-Year students

**Program Contact:** Junior Delgado, Director of the Career Center

## WSE Initiatives Implemented 2019-2020

### National Society for Leadership and Success (NSLS)

**Year:** Year 2

**Description:** It is a national honor society, and unlike discipline specific honor societies, institutions decide the ways they will recognize their students. Students complete four pillars prior to induction: Orientation, Leadership Training Day, attend 3 speaker broadcasts, participate in 3 Student Network Teams. At WSU, students are nominated to our NSLS chapter if they are second-year students with a minimum GPA of 2.75. The goal is to inspire students to become leaders on our campus, and to take those experiences beyond WSU.

**Goal(s):** To help students further develop leadership skills so they may become engaged citizens of their communities.

**Data:**

Initial Student status: SO enrolled in 201830 term			
A Number of students eligible for nomination	566		
B Number of eligible students in starting cohort 201790	494	the majority from 201790	
C Number of students in B who were inducted	128		
Information on Return and rates			
D Number of students in B who declined	366		
		2Year(201990)	2.5year(202030)
E Number of students in C who returned in fall 90	125	Honor society Two year retention rate=E/C $125/128$ (let's be consistent with all other use of "retention rate" and count from the time of entry, not from induction into the program.)	98% $125/128=98\%$
F Number of students in D who returned in Fall 90	343	Control Two year retention rate=F/D $343/366$	94% $341/366=93\%$

For induction in Spring 2020, 601 students met the minimum criteria for induction. As of this writing, 151 accepted the nomination. Due to COVID-19, the completion of the pillars switched to an online setting, and not all the students that accepted nomination have completed the process.

**Participants:** Second-Year students

**Program Contact:** Enrique Morales-Diaz, Interim Dean of Faculty

# **WSE Initiatives Implemented 2019-2020**

## **Applied Learning Projects (formerly Micro-Internships)**

**Year:** Year 2

**Description:** This initiative is specifically intended for second-year students. Applied Learning Projects (ALPs) are short-term opportunities for students where they can acquire skills within a professional setting. These opportunities, which are based on an assigned project, take place during a two- to four-week period, for a total of 10 to 40 hours. This initiative supports the University's commitment to providing students access to all learning opportunities offered at Westfield State University.

**Goal(s):** To provide students opportunities to acquire skills applicable both in the classroom and professional settings.

**Data:** A major challenge to this initiative was that faculty, staff and administrators were not provided enough lead time to develop a project for students. A total of five projects were submitted. Beginning in Fall 2020, the announcement of the ALPs will be sent early in the semester, providing enough opportunities for the development projects. The request for project proposals will be sent in December, and students will apply for an ALPs at that time. The goal is to have students paired with a project and mentor prior to their arrival to campus during the spring semester.

**Participants:** Second-Year students

**Contact:** Enrique Morales-Diaz, Interim Dean of Faculty

## **CURCA Free Lunch & Learn Series**

**Year:** Year 3 (but opened to all)

**Description:** The CURCA Free Lunch & Learn Series is intended to provide undergraduate students with an opportunity to learn about research and creative activity in an informal way. Of particular interest are students who do not necessarily seek research opportunities.

**Goal:** To provide students a space to connect cross disciplinarily with peers while interacting with faculty and resource staff.

**Data:** Six sessions were offered in Fall 2019. The sessions were attended by a total of 87 attendees. In Spring 2020, there were 6 sessions scheduled, but two were canceled due to COVID-19. 42 attendees were present at the four sessions that were held. Of the 10 session presentations, three were led by students.

**Participants:** Third year students, but other students are welcomed to attend the sessions.

**Contact:** Lamis Jarvinen, Director, Center for Undergraduate Research and Creative Activity

## **Emerging Leaders Data**

The following data was collected during the 2019 Emerging Leaders Program that took place at the start of the Fall 2019 Semester. A total of 44 students completed both assessments required for the data.

Through a self-evaluation at the beginning of our program and at the end of the program, students reflected on a list of competencies. Students rated themselves on a scale that ran from undeveloped to exemplary. These competencies are listed below and fall into five distinct categories of learning. The percentage listed with each skill is the percentage of students that self-identified growth in that particular skill.

### **Intrapersonal Competence**

*86% of students increased their understanding in at least one skill from this competency*

Skills include:

- Self-Motivation or Determination (52.3%)
- Commitment (63.6%)
- Actions being congruent with Personal Values (43.2%)
- Creativity (45.5%)

### **Interpersonal Competence**

*90% of students increased their understanding in at least one skill from this competency*

Skills include:

- Building trusting relationships (70.5%)
- Empathy (36.4%)
- Engaging in dialogue with peers (43.2%)
- Mediating or negotiating (45.5%)
- Working toward a shared purpose (45.5%)
- Working with others/Teamwork (38.6%)

### **Cognitive Complexity**

*97% of students increased their understanding in at least one skill from this competency*

Skills include:

- Reflection (63.6%)
- Listening and speaking skills (38.6%)
- Decision-Making (50%)
- Critical Thinking (59.1%)
- Giving and receiving feedback (50%)
- Active Listening (45.5%)

### **Social Responsibility**

*88% of students increased their understanding in at least one skill from this competency*

Skills include:

- Working across differences (68.2%)
- Challenging Assumptions (63.6%)
- Engagement or Involvement in Community (40.9%)

### **Practical Competence**

*93% of students increased their understanding in at least one skill from this competency*

Skills include:

- Communication Skills (61.4%)
- Identifying goals (59.1%)
- Devotion of time and energy (47.7%)

Several students disclosed that their competency level decreased in several areas. This was caused by the students having a better understanding of the skills and having an increased awareness of how the skills are applied. Meaning, there is some positive growth happening even though they rated themselves lower at the end of the program.

### **Data collected at Mid-Term (8 weeks after program completion)**

60% of students said they were involved in leadership roles or positions

57% of students said the program helped them in their transition to college

*Additional Feedback included:*

- Emerging Leaders gives you the skills to be confident and an active leader in your college career.
- The Emerging Leaders program really helped in my transition to college. Learning how to relate to others was beyond helpful.
- During the Emerging Leaders Program, I was pushed out of my comfort zone and it helped me find my way at Westfield State
- When you do the Emerging Leaders Program, you make an instant connection with other students in the program and have a shared experience you'll surely remember for the rest of your time at the university.