Greetings from the University of Miami!

Thank you for your interest in the Music Therapy Program at the Frost School of Music. The Master’s Degree in Music Therapy is designed for the individual who already holds a bachelor’s degree in music therapy. Candidates must also be either board-certified or eligible to take the exam. If you do not have a bachelor’s degree in music therapy, you may apply for the combined Masters/Equivalency Program, which is designed for the individual who has a previous undergraduate degree in some area of music. This special three-year program includes undergraduate prerequisite courses for music therapy, plus the graduate courses outlined below.

The curriculum for the masters degree includes coursework in three main areas: 1) music (i.e. performance, conducting, musicology, theory and composition), 2) research methods and cognitive neuroscience, and 3) scientific and clinical foundations of music therapy. Students also choose between a thesis and a clinical track. Students who choose the thesis or clinical route have the opportunity to conduct their projects within the various hospitals and clinics of the University of Miami’s Miller School of Medicine.

This exciting program is unique in many aspects. First, it is housed within the diverse and comprehensive University of Miami Frost School of Music; one of the best-known music schools in the United States. Here, students learn from faculty who perform regularly in local, national and international venues. Consequently, the musical preparation of our students is unparalleled. Second, the program is built upon the clinical and research paradigm known as Neurologic Music Therapy (NMT). This model utilizes scientific evidence regarding human perception and production of music to treat disorders of the human nervous system, such as Parkinson’s Disease, autism, stroke, mental illness, Alzheimer’s Disease, or cerebral palsy, to name a few. The NMT approach is becoming increasingly recognized and accepted by the medical community and is currently available at only seven universities nation-wide. In addition, masters students work closely with senior faculty throughout their academic program, thus gaining further exposure to various aspects of college teaching and research.

One final advantage offered here and not found in many other programs is the opportunity to fulfill graduate practica and research requirements within the world-famous Miller School of Medicine. Common sites include the Holtz Center for Child and Maternal Health, the Mental Health Hospital Center and the Ryder-Trauma Center, all located within Jackson Memorial Hospital.

Ideal candidates for the masters degree include students with strong musicianship, a solid academic background and the ability to write well. Ultimately, masters students should be planning to pursue professional opportunities within the areas of advance clinical work, research or college teaching.

For more information, please visit the Frost School of Music website at www.music.miami.edu. If you have any questions or would like to arrange a personal meeting on campus, please do not hesitate to contact me by phone or by email.

Thank you again and best wishes,

Kimberly Sena Moore, Ph.D., MT-BC
Assistant Professor of Professional Practice, Music Therapy
Email: ksenamoore@miami.edu
What is Music Therapy?

~ Due to its unique and appealing structure, music can help people to organize their thoughts, feelings and behaviors. A music therapist uses music as a tool to help people maintain or improve upon important life skills, such as speech and language; attention, learning and memory; mobility and other movements; plus emotional growth and social interaction.

How long has music therapy been around?

~ Records show that music has been used in hospitals at least since 1898
~ Music therapists were officially recognized as health care professionals in the late 1940s and early 1950s
~ The Music Therapy Program has been an important program at the University of Miami Frost School of Music since 1969

What kinds of patients benefit from Music Therapy?

The ability to perceive and produce music is controlled by the central nervous system (i.e., brain and spinal cord). Musical abilities are often still intact, even when the central nervous system is damaged by injury or disease. Music therapists use music to access healthy areas in this system, thus helping patients to learn new skills or re-gain lost skills. Consequently, music therapists tend to work with people who have central nervous system disorders, such as:

~ autism
~ cerebral palsy
~ Down Syndrome
~ mental retardation
~ stroke
~ Parkinson’s Disease
~ Alzheimer’s Disease
~ Mental Illness
~ traumatic brain injury
~ learning disabilities
~ attention-deficit disorder
~ sensory impairments

Where do Music Therapists work?

Many music therapists work in the following settings:

~ Medical Hospitals
~ Nursing Homes
~ Mental Health Facilities
~ Early Intervention Programs, for Infants and Young Children
~ Neurologic Rehabilitation Centers
~ Assisted Living Facilities
~ Public School
Is music therapy a good career choice for me? Yes, if you:

- Are a strong musician; meaning you read music, play one or more instruments and sing
- Have earned consistently high grades and can write well
- Feel comfortable working with people who have special needs

What courses will I take in the Music Therapy Curriculum?

Our program is based on the neurologic Music Therapy approach, which requires a solid understanding of how human beings perceive and respond to music. To gain this knowledge, students take courses in four main areas:

- **Music**, including lessons, ensembles, theory, history, conducting, arranging, piano, voice, guitar and percussion
- **Music Therapy**, including several core courses and six semesters of clinical practicum working with clients in community health care and education settings
- **Behavioral and natural Sciences**, including psychology, statistics and human biology
- **General Education Requirements**, such as English and college algebra

Where can I get more information?

The American Music Therapy Association  
8455 Colesville Road Suite 1000  
Silver Spring, Maryland 20910  
301.589.3300  
Fax: 301.589.5175  
Email: info@musictherapy.org  
Web site: www.musictherapy.org

Dr. Kimberly Sena Moore, Ph.D., MT-BC  
Assistant Professor of Professional Practice  
Clinical Training Director, Music Therapy  
University of Miami  
Frost School of Music  
P.O. Box 248204  
Coral Gables, FL 33124  
305.284.3650  
Email: ksenamoore@miami.edu  
Web site: www.music.miami.edu
Music Therapy at the Frost School of Music provide students with a unique combination of a scientific, evidence-based curriculum; access to numerous hospitals and clinics in the world-famous Miller School of Medicine for clinical training and research; and exceptional music training with the diverse and creative faculty of the Frost School of Music.

Music Therapy at the Frost School

Science-based Curriculum

Our program is built on the clinical and research paradigm known as Neurologic Music Therapy (NMT). This model utilizes scientific evidence regarding the influence of music on human brain and behavior function to treat neurological, developmental, and medical needs related to Parkinson’s disease, autism spectrum disorders, mental illness, Alzheimer’s disease, cerebral palsy, and more.

Exceptional Music Preparation

The music therapy program is housed within the diverse and comprehensive Frost School of Music, one of the best-known music schools in the United States. Students learn from faculty who perform regularly in local, national, and international venues, as well as explore different genres of music, including classical, jazz, and contemporary.

Unique Clinical Opportunities

Students fulfill practicum and research requirements within many facilities in the Miami area, such as Nicklaus Children’s Hospital, United Cerebral Palsy, Miami VA Medical Center, Miami Seasons Hospice, Jackson Behavioral Health, and the world-famous Miller School of Medicine, home to Sylvester Cancer Center and the Debbie School.

Program Director: Teresa Lesiuk, Ph.D. MT-BC
Clinical Training Director: Kimberly Sena Moore, Ph.D., MT-BC
Shannon de l’Etoile, Ph.D., MT-BC
**Frost School of Music offers an exceptional undergraduate music therapy degree founded on scientific principles**

The Bachelor of Music in Music Therapy prepares students for a successful career working with a variety of clinical populations across a broad range of healthcare and education settings. Students earn a Bachelor of Music degree with a major in Music Therapy at the completion of four years of academic and clinical study and a 6-month music therapy internship. Students are then eligible to take the board certification examination in music therapy and receive the professional credential, Music Therapist-Board Certified (MT-BC).

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**FROST GRADUATE MUSIC THERAPY DEGREES ARE FOUNDED ON SCIENTIFIC PRINCIPLES AND EVIDENCE-BASED PRACTICE**

**Master of Music in Music Therapy**

For individuals who already hold an undergraduate degree in music therapy and have at least one to two years of clinical experience, this degree program helps students to acquire specialized musicianship, achieve advanced clinical competencies, and develop independent research skills.

**Master of Music with Undergraduate Equivalency**

This program is the ideal option for individuals who have already completed a bachelor’s degree in some area of music, such as music performance or music education. After taking prerequisite courses in music, music therapy, and psychology, students then fulfill all requirements for the traditional Master of Music in Music Therapy.

**Doctor of Philosophy in Music Education with Music Therapy Emphasis**

This degree program prepares students for music therapy research careers, college teaching positions in music therapy, or administrative positions in various educational or healthcare settings. Applicants should have three to five years of clinical experience and hold a masters degree in music therapy or a related field.

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**WHAT ALUMNI SAY**

*Attending the Music Therapy program at the Frost School of Music was a life-changing experience for me. My education equipped me for the career of my dreams!*  
Evelyn Laguardia, MT-BC  
BM in Music Therapy, ’12

*My education at the Frost School of Music provided me unparalleled opportunities to develop in all facets of my career as an advanced music therapy clinician, researcher, and educator.*  
Carolyn Dachinger, PhD, MT-BC  
MM in Music Therapy, ’12  
Ph.D. in Music Therapy, ’16

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Questions? Contact:  
Dr. Kimberly Sena Moore  
ksenamoore@miami.edu  
305/284-3943

Visit [www.miami.edu/frost](http://www.miami.edu/frost) to apply now
Music Therapy Program
Instructions for Applying for Graduate Studies

1. Go to the Frost School of Music website: [www.music.miami.edu](http://www.music.miami.edu)

2. Click on “Admissions,” then “Graduate Admissions.” There you will find all of the information you need to prepare and submit your on-line application.

3. Submit the following materials:

   - The on-line application
   - Application fee
   - Three letters of recommendation:
     o These letters should be written by people who have supervised your work, who know you well, and can speak in very specific terms about the quality of your work as well as your potential for success in graduate school
   - Official University transcripts from all previous coursework:
     o A minimum cumulative GPA of 3.0 is required
   - Graduate Record Exam (GRE) Scores:
     o A minimum combined score of 295 is required for the verbal and quantitative components of the exam. A minimum score of 4 is recommended for the written portion of the exam.
   - TOEFL Scores (as needed)
   - Two Writing Samples:
     o One sample is your Personal Statement that is included in the on-line application. In this statement, explain why you want to pursue graduate studies in music therapy. Feel free to describe your life experiences that have brought you to this decision, and what you plan to do after obtaining your advanced degree.
     o The second sample should consist of a more substantial example of your writing, such as a research paper from a previous course, or a professional document from a work setting. This sample should demonstrate your ability to utilize and appropriately cite reputable references. In addition, this sample should showcase your capacity for synthesizing information from various sources and creating new interpretations of that information.
     o Both samples will be assessed for content, as well as the mechanics of your writing, including: sentence structure, word choice, sentence and paragraph length, punctuation and spelling.

   • NOTE: additional materials may be required of international students.
4. Deadline:
   - To receive priority consideration for acceptance as well as financial assistance, submit all application materials by December 1 (to be considered for the fall of the subsequent year).
   - All materials must be received before your application can be considered.
   - Applications are only considered for fall admission.

5. Other helpful links:
   - The Graduate School of the University of Miami:  [http://www.miami.edu/grad/](http://www.miami.edu/grad/)
   - The Office of Financial Assistance:  [http://www.miami.edu/financial-assistance](http://www.miami.edu/financial-assistance)
   - International Student and Scholar Services:  [http://www.miami.edu/international-student](http://www.miami.edu/international-student)
I. Music Courses = 10 credit hours

The student and the advisor will work together to establish a ‘Music Proficiency Track.’ The track will consist of 10 credit hours in graduate level courses selected from applied lessons, ensembles, musicology, conducting and theory and composition. Courses taken within the track should highlight both the student’s area of musical interest and future professional aspirations.

II. Music Therapy = 11 credit hours

MED 710 Music Therapy Forum
This course meets from 2-4 times per semester. Students will discuss topics relevant to advanced music therapy practice, engage in experiential therapeutic techniques and share efforts of scholarship in the field.

MED 729 Advanced Music Therapy Practice I
Students will review research literature in clinical topic areas. Research findings will be presented through writing, discussion and clinical simulations.

MED 730 Advanced Music Therapy Practice II
Same as MED 729; addressing different topic areas.

MED 759 Graduate Practicum
Students will complete an advanced level clinical practicum, based on knowledge and skills gained in MED 729 and MED 730.

MED 810 Master’s Thesis
OR
MED 805 Master’s Clinical Project

III. Supportive Studies = 9 credit hours

MED 651 Music Therapy Research Methods
PSY 605 Cognitive Neuroscience

ONE OF:

Clinical Elective (to complement MED 805 track) 3 cr
Such as: EPS Counselling Skills

Research Elective (to complement MED 810 track) 3 cr
Such as:
EPS 700 Quantitative Methods I
EPS 701 Introduction to Research Methods
EPS 624 Essentials of Research in Social and Behavioral Sciences
University of Miami  
Frost School of Music  
Master of Music in Music Therapy  
30 credit hours

This degree program is designed for the individual who has already earned a bachelor’s degree in music therapy. Applicants must also be board-certified, or eligible to take the exam.

Suggested Course Sequence for the Thesis-track  
Year One:

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<tr>
<th>FALL</th>
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<tr>
<td>MED 710 Graduate Forum in MTY</td>
<td>0 MED 710 Graduate Forum in MTY</td>
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<tr>
<td>MED 729 Advanced MTY Practice I</td>
<td>3 MED 730 Advanced MTY Practice II</td>
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<td>MED 651 MT Research Methods</td>
<td>3 MED 810 Master’s Thesis</td>
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<td>Neuroscience Elective</td>
<td>5 Graduate Studies in Music</td>
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Year Two:

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<td>MED 710 Graduate Forum in MTY</td>
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<td>MED 810 Master’s Thesis</td>
<td>1 MED 810 Master’s Thesis</td>
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<tr>
<td>Research Elective</td>
<td>3 MED 759 MTY Grad Practicum</td>
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<td>Graduate Studies in Music</td>
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Suggested Course Sequence for the Clinical-track  
Year One:

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<tr>
<td>MED 710 Graduate Forum in MTY</td>
<td>0 MED 710 Graduate Forum in MTY</td>
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<tr>
<td>MED 729 Advanced MTY Practice I</td>
<td>3 MED 730 Advanced MTY Practice II</td>
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<td>MED 651 MT Research Methods</td>
<td>3 MED 759 Graduate Practicum</td>
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<td>Neuroscience Elective</td>
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<td>9 MED 805 Master’s Project</td>
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Year Two:

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<tr>
<td>MED 710 Graduate Forum in MTY</td>
<td>0 MED 710 Graduate Forum in MTY</td>
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<tr>
<td>MED 805 Master’s Project/Clinical</td>
<td>1 MED 805 Master’s Project/Clinical</td>
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<tr>
<td>Clinical Elective</td>
<td>3 Graduate Studies in Music</td>
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<td>Graduate Studies in Music</td>
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Wondering where you might get employment as a Music Therapist?
Recent Music Therapy Alumni Achievements

Undergraduate Students:

**Alyssa Wilkins, BM, MT-BC** (Music Therapy and Music Education, 2014) is employed as Music Teacher and Music Therapist at Metropolitan Prep/Laureate Day School in Chicago. She works with children ages K-12 with emotional and behavioral disorders and children with Autism.

**David Cruz, BM, MT-BC** (Music Therapy and Music Education, 2014) is employed at South Miami Senior High School teaching chorus, magnet music theory 1, magnet orchestra, and theater.

**Alyssa Wegelin, BM, MT-BC** (Music Therapy, 2010) is entering graduate studies in Occupational Therapy at the University of St. Augustine.

**Evelyn Laguardia, BM, MT-BC** (Music Therapy, 2012) is employed with Miami Children's Hospital to grow and develop the new music therapy department. She works with children and adolescents of all ages with varying diagnosis.

**Stephanie Riggs, BM, MT-BC** (Music Therapy, 2012) is employed as a music therapist at Season’s Hospice in Miami, FL.

**Lyla Yaner, BM, MT-BC** (Music Therapy, 2012) was hired at her internship site, Care Partners, in Asheville, North Carolina employed as a music therapist with child and adolescent bereavement.

**Patricia Chaviano, BM, MT-BC** (Music Therapy, 2010) is employed as a music therapist at Season’s Hospice in Miami, FL. She also supervises practicum students from UM.

**Joy Hinson, BM, MT-BC** (Music Therapy, 2012) is employed as a music therapist independent contractor with a private company in West Palm Beach County called Rhythms for Living, LLC. She works at several facilities with multiple populations, including a substance abuse recovery center with adults and teens where she facilitates music therapy groups.

**Jenny Denk, BM, MT-BC** (Music Therapy, 2010) is employed as a music therapist for West Music Company near Des Moines, Iowa. She provides music therapy services to patients receiving hospice care, as well as children and teens with autism and other developmental disabilities. In addition, her job responsibilities include co-directing a recreational choir for teens and adults with special needs, and giving various educational presentations about music therapy to local agencies.

**Lauren Bonavitacola, BM, MT-BC** (Music Therapy, 2009) is pursuing a graduate degree at Rutgers Graduate School of Applied and Professional Psychology where she is also employed as a research assistant. She was recently placed at The Greater Hartford Consortium in New Britain, CT, serving veterans, medical populations and community mental health. REVISE

**Susan Droessler, BM, MT-BC** (Music Therapy, 2008) is employed as music therapy internship director, Big Bend Hospice in Tallahassee, Florida. She provides music therapy for patients facing terminal illness and their families.
Allison Gifford, BM, MT-BC (Music Therapy, 2009) provides music therapy at Allegheny Valley School in Philadelphia for individuals who have intellectual and developmental disabilities.

Diana Le, BM, MT-BC (Music Therapy, 2009) was hired at her internship site, University Hospitals Case Medical Center in Cleveland, Ohio. She works with a variety of clinical populations, including patients with mood disorders, patients hospitalized for general medical and surgical reasons, as well as patients with high-risk pregnancy and oncology patients. During her internship, Diana was awarded the Delaina Hodgson Memorial Music Therapy Intern Scholarship from the Association of Ohio Music Therapists.

Elizabeth Stockton, BM, MT-BC (Music Therapy, 2009) was hired at her internship site, the Bruce W. Carter Department of Veterans Affairs Medical Center in Miami, FL. Her patients include individuals receiving substance abuse treatment, individuals with mental illness, nursing home care and neurorehabilitation. Elizabeth has developed some innovative programming on the job, such as the Miami VA Guitar Program. She also completed the Advanced Fellowship Training in Neurologic Music Therapy (NMT) and is now an NMT Fellow.

Graduate Students:

Stephanie M. Kawzenuk, MM (expected Dec 2014), MT-BC is developing the music therapy program at Jackson Memorial Hospital in Miami, FL in the Prescribed Pediatric Extended Care facility.

Andy Panayides, MT-BC (Music Therapy Equivalency, 2013) is employed as a music therapist at Opportunities for Positive Growth in Indiana.

Amy Kalas, MM, MT-BC (Music Therapy, 2010), BM (Music Therapy, 2005) served as Visiting Professor of Music Therapy at the University of Miami for the 2013-2014 academic year. She also owns a private practice, Wholesome Harmonies, LLC, where she provides group and individual music therapy to children and adolescents with special needs in the Miami area.

Xueli Tan, MM, MT-BC (Music Therapy, 2004), BM (Music Therapy, 1997) is pursuing her doctorate in music at the University of Iowa where she was awarded the prestigious Presidential Fellowship to support her studies. Xueli has extensive clinical experience and has received numerous other accolades, including the 2008 First Place Professional Winner of the Blair L. Sadler International Healing Arts Award given by the Society for the Arts in Healthcare.

BriAnne Weaver, MM, MT-BC (Music Therapy, 2007) is provides music therapy services for individuals with severe to profound disabilities through the Ann Storck Center in Fort Lauderdale, FL. She is also an internship supervisor for many University of Miami music therapy undergraduates.

Hayoung Lim, Ph.D., MT-BC (Music Education with Music Therapy Emphasis, 2007) Dr. Lim employed as Assistant Professor of Music Therapy Program at Sam Houston State University in Huntsville, Texas, completed her dissertation research exploring the effect of Developmental Speech and Language Training through Music on speech production in children with Autism Spectrum Disorders.

Julie Stordahl, Ph.D., MT-BC (Music Education with Music Therapy Emphasis, 2010) Dr. Stordahl is an assistant professor of music therapy at Charleston Southern University. Her dissertation explored the influence of music on depression, affect, and benefit finding in women following treatment for breast cancer.
AMTA’s purpose is the progressive development of the therapeutic use of music in rehabilitation, special education, and community settings. Predecessors, unified in 1998, included the National Association for Music Therapy founded in 1950 and the American Association for Music Therapy founded in 1971. AMTA is committed to the advancement of education, training, professional standards, credentials, and research in support of the music therapy profession.

Governing Bodies AMTA is governed by a 15-member Board of Directors which consists of both elected and appointed officers. Board meetings are held two or three times each year. Policies are set by an Assembly of Delegates consisting of representatives from each of the Association’s seven regional chapters. Fourteen standing committees represent the areas of: Academic Program Approval, Internship Approval, Continuing Education, Government Relations, Reimbursement, Research, Clinical Practice, Communication and Technology, Affiliate Relations, Workforce Development and Retention, International Relations, Membership, Professional Advocacy, and Special Target Populations.

Membership Membership in AMTA consists of nine categories: professional, associate, student, inactive, retired, affiliate, patron, life, and honorary life. Over 3,800 individuals hold current AMTA membership.

Qualification A separate, independent organization, known as the Certification Board for Music Therapists (CBMT), certifies music therapists. CBMT administers a national music therapy certification examination which is officially recognized by the National Commission on Certifying Agencies. The examination measures the individual’s skills, knowledge, and ability to engage in professional music therapy practice. Qualified individuals who pass the national music therapy certification examination earn the credential, music therapist, board certified, or MT-BC. The National Music Therapy Registry (NMTR) serves qualified music therapy professionals with the following designations: RMT, CMT, ACMT. These individuals have met accepted educational and clinical training standards and are qualified to practice music therapy.

Quality Assurance Music therapists participate in quality assurance reviews of clinical programs within their facilities. In addition, AMTA provides several mechanisms for monitoring the quality of music therapy programs which include: Standards of Practice, a Code of Ethics, a system for Peer Review, a Judicial Review Board, and an Ethics Board.

Publications AMTA’s publications are excellent resources for practitioners and others. Official publications include: the Journal of Music Therapy, a quarterly research-oriented journal; Music Therapy Perspectives, a semi-annual, practice-oriented journal; Music Therapy Matters, a quarterly newsletter; and a variety of other monographs, bibliographies, and brochures.

Conferences AMTA holds an annual national meeting for the purpose of professional presentations and conducting association business. The conference is held in the fall of the year. Other symposiums and workshops are held as needed. In addition, each of AMTA’s 7 regions holds a conference in the spring of the year.

Funding AMTA is funded by annual membership dues, sales of publications, charitable contributions, and other revenue producing activities.

Affiliations AMTA holds organizational membership in various coalitions including, the Consortium for Citizens with Disabilities, the National Alliance of Pupil Services Organizations, National Coalition of Creative Arts Therapies Associations, Commission on Accreditation of Rehabilitation Facilities (CARF), Health Professions Network (HPN), and the Coalition of Rehabilitation Therapy Organizations (CRTO) as a part of Joint Commission.