Greetings from the University of Miami!

Thank you for your interest in the doctoral studies in music therapy here at the University of Miami. We currently offer the Doctor of Philosophy Degree in Music Education with Music Therapy emphasis; a degree program that is well-recognized for its emphasis on research and teaching. In the following pages, you will learn about the entrance requirements for this distinguished program, as well as the accomplishments of individuals who have successfully completed this program. Know that by pursuing this doctoral program, you have made the decision to challenge yourself and to contribute to the music therapy profession in a significant way.

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 have the opportunity to learn from faculty who perform regularly in local, national and international venues. Consequently, the musical preparation of our students is unparalleled.

Secondly, 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 a small number of universities nation-wide. In addition, doctoral 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 is the opportunity to fulfill research requirements within the world-famous Miller School of Medicine which houses numerous hospitals and clinics. Our students have access to several divisions of this distinguished health care complex, including the Holtz Center for Women and Children, the Mental Health Hospital Center, Ryder Trauma Center and the Mailman Center for Child Development.

This doctoral program is designed for the individual who plans to pursue professional opportunities in research and/or college teaching. Ideal candidates include individuals who have already successfully completed a masters degree either in music therapy or a related field, and who have worked at least three years as a full-time clinician. Candidates should also be board-certified in music therapy, or must successfully complete the board certification exam within their first semester of graduate studies.

For more information, please visit the Frost School of Music website at www.frost.miami.edu. I also encourage you to visit our beautiful campus, where you can meet with faculty, sit in on a music therapy class, and talk to other graduate students. If you have any questions, please feel free to contact me by phone or by email.

Thank you again and best wishes,

Teresa Lesiuk, Ph.D., MT-BC
Program Director and Associate Professor, Music Therapy
Email: tlesiuk@miami.edu
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.

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.

Students fulfill practicum and research requirements within many facilities in the Miami area, such as Nicklaus Children’s Hospital, United Community Options, 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.

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.
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).

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.

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

Visit frost.miami.edu to apply now

Questions? Contact: Dr. Teresa Lesiuk
tlesiuk@miami.edu
305/284-3650
Music Therapy Program
Instructions for Applying for Graduate Studies

1. Go to the Frost School of Music website:  www.admissions.frost.miami.edu

2. Click on “Graduate.” 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:
     - 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:
     - A minimum cumulative GPA of 3.0 is required
   - Graduate Record Exam (GRE) Scores:
     - 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:
     - 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.
     - 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.
     - 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: https://grad.miami.edu
- International Student and Scholar Services: https://isss.miami.edu
The courses that make up the curriculum for the unique doctoral program are divided into four areas:

1. **Major Area: 27 credit hours**

This component of the curriculum places a large emphasis on research skill, since one of the main goals of the doctoral program is to prepare students for a career involving independent research. These courses are taught by Music Education and Music Therapy faculty members who are well-established and widely-published experts in music research. The courses required here are typically taken only by doctoral students, which provides the opportunity for upper level graduate students from various programs to work together and learn from each other, as well as the course instructor. Some of these courses include:

   - MED 763 Research Methods in Music
   - MED 795 Doctoral Research Project
   - MED 830 Dissertation

The dissertation research can be conducted at any number of educational and health care facilities in the Miami area, including the world-famous Miller School of Medicine which houses numerous hospitals and clinics, such as the Holtz Center for Women and Children, the Mailman Center for Child Development, the Mental Health Hospital Center and Ryder Trauma Center.

2. **Studies in Music: 9 credit hours**

Advance and comprehensive musicianship is expected of all students at the doctoral level. Skills and competencies addressed here may pertain to music performing, theory and composition, musicology or conducting. Students can choose from over 50 different performing ensembles that range from traditional symphonic, to jazz, to electronic, to salsa. Please consult this website for additional information on performing ensembles: [https://www.frost.miami.edu/about-us/ensembles/index.html](https://www.frost.miami.edu/about-us/ensembles/index.html)

Faculty members in all areas of music study are recognized as experts in their disciplines and are well-known for their extensive and award-winning compositions, recordings and performances. [http://www.music.miami.edu/faculty/](http://www.music.miami.edu/faculty/)

Doctor of Philosophy in Music Education (with Music Therapy emphasis) students who wish to take courses in music theory, are required to take the music theory entrance exam, Parts I and II. This exam
helps to determine which courses are most appropriate for the student’s ability level and career aspirations. Students can take this exam at any point during their doctoral career.

3. Music Therapy Emphasis: 19 credit hours

This portion of the degree curriculum is based on the clinical and research paradigm known as Neurologic Music Therapy (NMT). Currently, the University of Miami is one of three doctoral programs in the nation to offer a curriculum that is based entirely on the NMT model. 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. All three members in the Frost School of Music are NMT-trained and have conducted research following the NMT model.

In the first year of the program, students complete two sequential graduate seminars that help to establish a strong scientific basis for NMT practice and generate ideas for independent research. The first seminar, MED 729 Advance Music Therapy Practice I, focuses on research examining music, cognition and affect. In the second seminar, MED 730 Advance Music Therapy Practice II, students explore research regarding music, speech and language, and sensorimotor functioning. Students must read and discuss research literature, and then apply the findings to clinical situations.

Additional credit hours in this component of the degree (i.e., 12 hours) are devoted to the student’s “Specialty Area.” Courses are carefully selected via extensive collaboration between the student and music therapy faculty. Students use these 12 credit hours to establish a proficiency in a certain area of research and/or clinical practice. Many times, courses are taken in other areas of the university, such as psychology, neuroscience, education, etc.

As part of the music therapy emphasis, students also have the opportunity to explore issues relevant to future careers in teaching music therapy and supervising music therapy students in clinical settings.

4. Ph.D. Research Tools 12 credits hours

Additional courses in research methods and statistics are typically taken through the Department of Educational and Psychological Studies, in the School of Education.
University of Miami  
Frost School of Music  
Doctor of Philosophy in Music Education with Music Therapy Emphasis  
Suggested Course Sequence  
60 credit hours

### Year One:

**Courses**

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<thead>
<tr>
<th>Course</th>
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<td>MED 729 Adv MTY Practice I</td>
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<td>MED 730 Adv MTY Practice II</td>
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<td>MED 763 Music Research Methods</td>
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### Year Two:

**Exams and Professional Activity**

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<tr>
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<td>Qualifying Examination Process</td>
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<tr>
<td></td>
<td></td>
<td>Apply for doctoral committee approval</td>
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<tr>
<td></td>
<td></td>
<td>Defend dissertation proposal</td>
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<tr>
<td></td>
<td></td>
<td>Admission to candidacy for the Ph.D.</td>
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**Courses**

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<td>Graduate Music Course</td>
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<td>MED 780 Doctoral Seminar</td>
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<td>MED 795 Doctoral Research Project</td>
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<td>MED 781/782 Seminar in Music Research</td>
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| *Advisor-Approved Elective                  |      | Graduate Music                             | 1    |

|                                             | 10   | 10    |
**Year Three:**

*Exams and Professional Activity*

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<td>Submit manuscript for publication</td>
<td>Defend Dissertation</td>
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<tr>
<td>Prepare Curriculum Vitae</td>
<td>Job Search</td>
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**Course**

<table>
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*Advisor-Approved Electives are chosen from within the department, the Frost school, or other divisions of the university as approved by the advisor.*
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.