

Implementation Report for the 2020-2021 Cyclical Review of the Bachelor of Music Therapy (BMT) and Master of Music Therapy (MMT) Programs

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INTRODUCTION

This is the first implementation report for the cyclical review of the Faculty of Music’s Bachelor of Music Therapy (BMT) and Master of Music Therapy (MMT) Programs that took place in 2020-2021; the Bachelor of Music (BMus) and Master of Arts in Community Music (MACM) programs offered by the Faculty of Music were reviewed separately. The full language for each recommendation from the External Reviewers’ Report has been included, along with the corresponding information about implementation from the Final Assessment Report. For each recommendation, the unit has provided an update on the progress or action made toward the implementation of that recommendation, followed by comments from the relevant dean(s) and the Program Review Sub-Committee. Taking into account the updates provided by the unit and the comments from the dean(s), the Program Review Sub-Committee will review the report and determine if all recommendations have been implemented satisfactorily or if a subsequent report will be required.

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION IN FINAL ASSESSMENT REPORT

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>1. Overall Vision Statement and Program Objectives</p> <p>While the WLU’s mission and vision clearly acknowledges the significance of Diversity, Equity, and Inclusion (DEI) and cultural humility in all programs across the university, we recommend that guiding DEI principles be more thoroughly and explicitly integrated across the undergraduate and graduate music therapy curricula. For example, we recommend that MU 368, Music,</p>	<p>Heidi Ahonen, Elizabeth Mitchell, Demian Kogutek</p>	<p>N/A</p>	<p>Fall 2023 and Ongoing</p>

<p>Culture, and Community, be offered in a Fall term early on in the course sequence so that the DEI principles the course embodies can resonate throughout the remainder of the curriculum. We further recommend additional support specifically for the Undergraduate Program Director in the communication of DEI principles. This can take the form of a faculty workshop or course offered by Laurier’s Teaching and Learning Centre (i.e., Dr. Mary Wilson), or from the DEI Office (i.e., Dr. Barrington Walker). We believe it important for faculty to learn together in this area on an ongoing basis.</p> <p>We further recommend, based upon student feedback, that more skills in verbal therapy techniques be incorporated into the clinical training elements of the programs, so that students will be better equipped to converse with clients verbally more confidently and better grounded in therapeutic intention.</p>			
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Unit Update:

BMT Program – MU368 remains a winter semester course, due to various scheduling constraints and logistical realities within the program; there is a lot of equally important content that needs to be offered in the fall of 3rd year to coincide with the students’ concurrent first placement. It is not currently a realistic goal to move it to the fall of 3rd year. The program remains committed to integrating EDI principles throughout the BMT program. In addition to a week that is formally and overtly devoted to this topic in MU158 (Introduction to Music Therapy), elements of anti-oppressive practice are integrated *throughout all 12-weeks* of this course, so that students practice interacting with all course content through an anti-oppressive lens. Every year since 2018, the program has secured funding for Indigenous guest speakers to present in undergraduate classes. In addition, guest speakers from CSEDI have been invited to speak to the BMT students. MU352 (fall of 3rd year) also has had content added to address anti-oppressive themes and Indigenous perspectives, and MU453 has added advanced theoretical content about anti-oppressive practice as well as Indigenous ways-of-knowing and their intersection with music therapy research. The BMT Student Handbook has had substantive revisions with regards to anti-oppressive practice as it surrounds assessment, clinical writing, and the language we use to speak about our clients. This guiding document follows students throughout the BMT program. Additionally, faculty in the program have completed Laurier’s “Decolonizing Education Certificate” in 2023 (12 full days of training) and regularly attend programs offered through the DEI Office. Recognizing that this is an ongoing commitment and there will always be room for improvement in this area, the specific recommendations from the report have been fulfilled.

With regards to verbal counselling skills, these are formally integrated into MU453, and also covered more briefly in all undergraduate courses through workshops and in-class role-playing activities. There is still room for improvement in this area and the program will examine the curriculum for openings for more content in this area.

MMT Program - In response to the recommendations outlined in the Final Assessment Report, several initiatives have been undertaken to enhance the curriculum and support the ongoing development of the Master of Music Therapy program.

To address the identified need for strengthening verbal therapy skills, a new course, **MU611: Music Psychotherapy Skills IV: Verbal Counseling**, was developed and is now offered during the Fall semester. This course focuses on developing students' confidence and competence in verbal therapeutic techniques, ensuring they are better equipped to engage effectively with clients in clinical settings.

Additionally, to further embed Diversity, Equity, and Inclusion (DEI) principles into the curriculum, we introduced **MU509: Music Psychotherapy, Diversity and Social Justice**. This course was designed to explicitly address DEI topics, fostering a more inclusive and culturally humble approach to clinical practice and program engagement.

Both courses serve as key steps toward aligning our program with the university's commitment to DEI and ensuring that our students are prepared with essential therapeutic and cultural competencies. Plans are also underway to facilitate ongoing faculty development around DEI principles, including potential workshops in collaboration with Laurier's Teaching and Learning Centre and the DEI Office.

Music Decanal Comments: All faculty members in Music Therapy have taken steps to address the recommendations. I am satisfied with the progress in these areas.

FGPS Decanal Comments: The MMT program has developed two new courses to directly address the Recommendation. Related professional development opportunities for the faculty are being pursued. The Recommendation has been addressed.

Program Review Sub-Committee Comments: The committee appreciates the very thorough comments provided by the Bachelor of Music Therapy (BMT) and Master of Music Therapy (MMT) programs outlining the ways in which the programs have sought to implement this recommendation. Each program has provided concrete examples of ways in which EDI is being implemented into each program's curriculum. Concurring with the programs that this work is ongoing, for the purposes of post-review reporting, it is considered to be completed.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>2. Admission Requirements</p> <p>While we recognize the WLU music therapy program's efforts to expand beyond the white/western tradition and canon, we do recommend considering ways of pluralizing musical</p>	<p>See above</p>	<p>We have hired a new FT faculty member with diverse skills</p>	<p>On-going</p>

<p>admission standards that take into account potential growth as a student across various music(s), such as Classical, Jazz, Singer/Songwriter, DJ/Remixer, etc., in line with WLU’s institutional value of expanding inclusion and diversity in student population, and of developing a greater capacity to serve diverse communities.</p> <p>As one extension of the recommendation above, we further recommend that the University hire additional faculty and contract teaching faculty with diverse musical backgrounds in order to support the pluralization of musical standards.</p> <p>As another extension of the above, we recommend that the programs define some common set of minimal musical standards across a diverse range of musicianship(s), in line with upholding expectations of artistic excellence, long associated with the WLU music therapy program tradition.</p>			
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Unit Update:

BMT Program – Laurier’s Faculty of Music is launching a brand-new curriculum in Fall 2025, which is grounded in the elimination of hierarchy between the Western European tradition and other musics. Students from all musical backgrounds are welcomed and encouraged to audition and there are not separate audition streams for those from classical versus other backgrounds. BMT program representatives have been involved in curricular planning to ensure that all aspects of the BMT program flow from the first two years of this new BMus curriculum. The BMT program is integrated into and will benefit from these wider curricular changes in the Faculty of Music. For example, within this new curriculum *all* students, regardless of instrument of study or style of musical practice, will be required to take lessons. In turn, this will enhance the overall musicality of all students entering the BMT program and, as per the recommendation above, teachers from more diverse musical backgrounds will be hired to support these students in their musical growth. Students will be required to continue to take lessons in their 3rd year of the BMT. Additionally, in relation to hiring instructors from diverse musical backgrounds, in 2024 the 3rd year “Clinical Musicianship” course (MU364) was taught by a singer-songwriter (who does not have classical training) – we received very strong feedback from students, particularly students who come from similar musical backgrounds, that they enjoyed learning from this instructor and the exposure to a musicianship class that was not grounded primarily in Western notation. As a program, we do remain bound by the requirements of our national music therapy association, which means that skills in piano and guitar will still be required within the program; these instruments will still be utilized within clinical musicianship courses, and students will also be required to utilize their main instrument/voice in classes and placements in whatever style they are training in. The piano/keyboard requirements for the BMT program have been reduced

to a grade 3 RCM equivalency from grade 6, in line with the rest of the BMus program. The new keyboard foundations course will include playing in both a contemporary and classical style. As a unionized university, we also need to follow hiring protocol that includes giving priority to instructors and supervisors with seniority status. Based on the initiatives described above, the program believes that the specific recommendations from the report have been fulfilled.

MMT Program - We have taken steps to enhance the cultural and musical inclusivity of the WLU music therapy program beyond the Western classical canon. Specifically, we have integrated multicultural music materials as examples during improvisation classes, such as **MU506: Clinical Music Psychotherapy Skills II** and **MU601: Clinical Music Psychotherapy Skills III**. These materials include diverse musical traditions—such as Indigenous, African, Asian, Latin American, and other global musics—aimed at increasing students’ cultural competence and better equipping them to serve diverse communities. This aligns with the university’s commitment to fostering an inclusive and socially aware healthcare workforce.

Regarding the application process, we have decided to remove the CASPer Test from the admissions requirements for the Master of Music Therapy program. This decision was informed by concerns about potential biases inherent in the test, as well as evidence indicating an inconsistent relationship between CASPer scores and academic or clinical success in our program. After reviewing performance data, we found no clear correlation between CASPer results and student success, underscoring the importance of selecting admission criteria that promote fairness and equity. This change reflects our ongoing commitment to creating an inclusive, holistic admissions process that values diverse personal characteristics, lived experiences, and qualities essential for effective clinical practice.

Music Decanal Comments: I agree that the recommendations have been met; perhaps exceeded!

FGPS Decanal Comments: The MMT program has provided examples of steps taken to enhance cultural and musical inclusivity. The CASPer Test has also been removed from admission requirements for Martin Luther University College graduate degree programs for similar reasons as reported above. The Recommendation has been addressed.

Program Review Sub-Committee Comments: Here as well, the comprehensiveness of the BMT and MMT programs’ comments on how it has sought to implement this recommendation in each program is helpful and appreciated by the committee. It is clear that actions and initiatives undertaken by each program align with this recommendation, and it is considered completed for reporting purposes.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>3A. Undergraduate Program Curriculum</p> <p>The undergraduate program is quite thorough, rigorous, and well organized. In addition to the strengths already evident in the curriculum, we</p>	Elizabeth Mitchell	See notes above	See notes above

<p>recommend (a) the inclusion of a music psychology and/or music therapy <i>pre-clinical</i> course; (b) a hand-drumming or percussion-centered course; (c) develop a rubric to be utilized by clinical supervisors in order to organize and better ground the process of delivering ongoing feedback on student development across competencies—note that the rubric should provide a numeric outcome and allow for narrative comments addressing clinical skill development (e.g., vocal and instrumental skills, clinical facilitation, professionalism).</p>			
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Unit Update:

BMT Program – With regards to the three points above:

- a) Given the substantial overhaul to the entire BMus curriculum, which impacts BMT students in their 1st and 2nd years at Laurier, it has not been possible to add an additional course in music psychology or pre-clinical content. There is very little elective space in the new curriculum for hopeful BMT students, given the psychology courses that are required, and the new vocal foundations and keyboard foundations courses. The possibility of shifting the progression of various required courses remains a possibility, once we navigate the launching of the new curriculum as it is.
- b) Within the new curriculum, a hand-drumming course is now listed as a recommended elective course. We have not found room in students’ schedules to make this mandatory for all students, as we need to still prioritize keyboard and guitar skills for those students who do not have experience playing these instruments. For students who do have space in their schedules (ex. students that can “test out” of the required guitar techniques course), this will be an excellent addition to their learning. All students can also choose to take this as one of their electives.
- c) The Experiential Placements Coordinator has made changes to the undergraduate placement evaluation form to add clarity to its various components. There is a formal system for supervisors to complete mid-term evaluations for all placement and internship courses, with expectations and deadlines included on all course syllabi. The BMT Program Coordinator reviews all of these evaluations so that any concerns can be flagged earlier in the term. At the yearly supervisors meeting, expectations are reviewed with all supervisors, including the expectation that students are provided with weekly verbal feedback in line with the competencies on the evaluation forms.

Music Decanal Comments: I do believe that “Music Psychology” is addressed throughout the BMT program even though it is not yet a stand-alone course.

Program Review Sub-Committee Comments: The BMT program’s comments address all of the elements of this recommendation. It is recognized that the recent BMus curriculum restructuring has implications for the BMT program as well, and that the intents of this recommendation are being realized, as much as is possible, by the program. No further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>3B. Graduate Program Curriculum</p> <p>The graduate program, like the undergraduate program, is quite rigorous, multifaceted, and artistically/academically rich throughout the course sequence. Given this acknowledgement of current curricular strengths, we recommend: (a) the integration of more psychotherapy-specific clinical training contexts; (b) incorporation of verbal counseling skills earlier on during the clinical training process; (c) for the Case Study and Assessment courses, more instructor lecture and instructor-led process built into the course syllabus design (student-led learning should be retained, but there needs to be a better balance of student-led versus instructor-led learning); (d) greater integration of digital technologies, including digital music song compositions and improvisation, across the curriculum—and, in so doing, mobilizing existing technology available in the research lab.</p>	<p>Heidi Ahonen</p>		<p>On-going</p>

Unit Update:

a) The graduate program has maintained its rigor, multifaceted nature, and artistic/academic richness. Building on its strengths, we recently updated the curriculum to better align with professional standards. Specifically, we developed MU611: Music Psychotherapy Skills IV – Verbal Counseling to enhance students’ verbal counseling skills within clinical contexts. We also revised MU503: Music Psychotherapy Assessment and Ethical Practice and MU602: Music Psychotherapy Foundations III to ensure compliance with the College of Registered Psychotherapists of Ontario (CRPO) requirements. These curriculum updates provide students with comprehensive, psychotherapy-specific clinical training, including essential assessment and ethical practice components.

b) In response to these curricular updates, we have integrated psychotherapy-specific clinical training contexts throughout the program. We introduced verbal counseling skills earlier in the curriculum to better prepare students for real-world clinical practice, ensuring they develop foundational skills at earlier stages of their training.

c) Regarding instructional methods, we have balanced student-led activities with increased instructor-led guidance. While case studies and assessments remain student-driven, the course syllabi now incorporate more instructor lectures and process facilitation to provide clearer guidance and support deeper learning.

d) Additionally, the Conrad Institute for Music Therapy Research (CIMTR) has been instrumental in incorporating technological advancements. It offers workshops that introduce students to innovative research tools and resources, such as MIDI recording, processing, and analysis of improvisations using Python. These initiatives have enabled students to develop research ideas utilizing state-of-the-art technology, fostering a research-informed and technologically proficient approach to music therapy practice.

Music Decanal Comments: Agree with faculty assessment and satisfied with progress in these areas.

FGPS Decanal Comments: The MMT program has responded diligently with action to address all four curricular suggestions within this Recommendation.

Program Review Sub-Committee Comments: The actions and changes described by the MMT program in its comments, along with the affirmations by the relevant Deans, confirm that this recommendation has been implemented. No further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>4. Approaches to Learning Assessment</p> <p>Both programs clearly demonstrate a keen interest in student growth and development, and in providing resources and feedback designed to support this principle. Given what the Committee has gleaned, we believe the process of assessing and delivering feedback can be further strengthened. Specifically, in line with the recommendation for the undergraduate program in III above, we recommend that clinical supervisors provide weekly written feedback, via a rubric that assesses such competencies as musical skills, therapy facilitation, and professional skills—further, for optimal support of students via continuity and triangulation, said feedback should be provided to the respective program coordinator (or other official).</p>	<p>See above + Emily Carruthers</p>		<p>Fall 2022</p>

Unit Update:

BMT and MMT Programs – We agree with the spirit of this request, that is, that there is more consistency among supervisors in terms of the feedback being offered to students, and that there is a system in place to ensure that students are receiving regular feedback. However, our supervisors are paid an hourly wage, which covers their face-to-face time with students only. Supervisors already have substantial duties surrounding paperwork (ex. reading and evaluating assessment reports, goals/objectives, progress reports, weekly clinical notes, weekly reflections, mid-term and final evaluations), and they are not paid for this time. We are not in agreement with putting any more paperwork requirements (and unpaid labour) onto these supervisors.

In all placements, we require that students take notes during their supervision meetings and submit these to supervisors with their weekly reflections; this expectation is included in all syllabi for placements/internships. In this way, we ensure that students are hearing and internalizing the feedback that supervisors are providing them verbally. In addition, as mentioned above, there are more formal requirements for midterm evaluations for all placement/internship courses, during which supervisors do fill out evaluation forms with numbered and narrative feedback. At the yearly supervisors' meeting, supervisors also receive instruction surrounding the expectations of weekly feedback to students and ongoing dialogue with the respective program coordinator surrounding any concerns.

The BMT and MMT programs believe that the current methods used for providing students with feedback and identifying feedback expectations for faculty are appropriate but will continue to review and evolve these practices as necessary and reasonable.

Music Decanal Comments: Agreed. It is an unreasonable request to ask supervisors to complete this extra labour. It also puts more accountability in the hands of the students as they are required to take notes during their supervisory sessions.

FGPS Decanal Comments: The MMT program has described the approaches that are used by clinical supervisors to provide feedback to students, which includes written evaluation of various course components and in verbal form during meetings. Perhaps, as part of the ongoing review of current practices, students could be surveyed to ensure they are receiving sufficient feedback.

Program Review Sub-Committee Comments: The committee agrees that the spirit of this recommendation (e.g. frequent and timely feedback to students) must be balanced with the practicalities of faculty workload. The comments provided suggest that current assessment methods are suitable and effective; the programs are encouraged to continue to monitor this, and to seek feedback from students, as appropriate, on the suitability of assessment methods for supporting their learning and professional development. No further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
<p>5. Utilization of Resources</p> <p>The music therapy programs at WLU are generally well resourced, and—perhaps even more notably—the coordinators and other stakeholders have mobilized the extant resources in particularly meaningful, efficient ways. In order to continue strengthening utilization of resources, the Committee suggests that (a) the graduate program coordinator be provided with one course relief in order to complete the rigorous application for program approval with CRPO; (b) the clinical administration staff position, currently part-time, be expanded to full-time, in order to help sustain clinical placement demands, while further supporting faculty in their international scholarship endeavors; (c) greater financial resources to be allocated to the library for procurement of literature relevant to music therapy, in forms that include both physical and electronic media; (d) the volume of university committee service expected of each faculty member be re-evaluated, as it currently appears too great and may represent a barrier to the faculty’s capacities to produce scholarship as readily as may otherwise be possible; and (e) the programs more fully mobilize existing technology available in the research lab (already noted above, in section III).</p>	<p>See above</p>			<p>We hope, with the additional F-T faculty member, these recommendations can be met.</p>

Unit Update:

The Music Therapy programs at WLU are generally well-resourced, and the coordinators and other stakeholders have demonstrated exemplary efforts in mobilizing these resources efficiently and meaningfully. To further strengthen resource utilization, the following suggestions are offered:

a) *The graduate program coordinator should be provided with one course relief to support the completion of the rigorous application process for program approval with the College of Registered Psychotherapists of Ontario (CRPO). Dr. Heidi Ahonen successfully completed the CRPO recognition application during her Fall 2023 sabbatical, which resulted in the program receiving recognition in May 2024. Notably, she did not receive course relief for this task, highlighting the need for dedicated support to facilitate such efforts in the future.*

b) *The clinical administration staff position, currently part-time, should be expanded to a full-time role. This would help sustain the clinical placement demands and provide additional support to faculty engaged in international scholarship endeavors. Supporting staff, such as Heather Lepine—hired to support the Experiential Placements Coordinator and whose hours have recently increased from 12 to 18 per week—has already proven invaluable in managing clinical placement logistics and administrative responsibilities across graduate programs.*

c) *Greater financial resources should be allocated to the library for the procurement of literature relevant to music therapy, including both physical and electronic media. Increased access to current and comprehensive resources will support faculty and student research and scholarship.*

d) *The volume of university committee service expected of each faculty member should be re-evaluated. Currently, the workload appears to be a barrier to faculty members' capacity to produce scholarship and engage in other scholarly activities. A reassessment could help balance service commitments with research and teaching priorities.*

e) *The programs should more fully mobilize the existing technology available in the research lab. As previously noted, the Conrad Institute for Music Therapy Research (CIMTR) offers technological resources such as MIDI recording, processing, and Python-based analysis of improvisations. These tools provide valuable opportunities for research and innovation, and greater integration of this technology into coursework and research activities will enhance the program's scholarly capacity.*

In summary, items a, b, and e have been completed. Items c and d are not within the programs' control.

Music Decanal Comments: It should be noted that the search for an additional faculty member has failed. We will revisit in the fall (2025). Service load is disproportionately high for smaller Faculties at Laurier.

FGPS Decanal Comments: I commend the faculty for attending to important service demands, such as that described in a). With respect to d) and comments from the Dean of Music, Laurier has begun discussions on academic structure, in part, to address disproportionate service loads among smaller Faculties.

Program Review Sub-Committee Comments: The Dean of Music is encouraged to continue to listen to and monitor the resource needs of the Music Therapy programs, and the programs are encouraged to advocate, as they are currently doing, for the resources necessary to offer high quality programming and student learning experiences. Further implementation of this recommendation is most appropriately left to the programs and their Dean, so no further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
<p>6A. Faculty Quality Indicators</p> <p>We recommend that (a) the service requirement for the undergraduate music therapy coordinator be lowered to 20% during tenure-track to allow for greater resources allocated toward research/scholarship; and (b) the graduate music therapy coordinator be afforded one course release per term, to afford space and time for developing the new PhD program, while continuing to run the research center, to uphold teaching quality, to advise students, to perform institutional service duties, and to complete the CRPO application process successfully.</p>	See above			See above

Unit Update:

a) The service load for the BMT Coordinator remains very high, and the university does not grant a course release automatically for the coordination of this program, despite its status as a separate degree. However, over the past two academic years, the current Program Coordinator has applied for a “course release for scholarly activities” through the university’s process and have been successful in obtaining this. These course releases have been extremely helpful in enabling the advancement of research endeavors. Otherwise, the ability to reduce the service load that falls to the undergraduate coordinator, including during the tenure-track period, is not within the program’s control.

b) The CRPO application was submitted and successfully completed by Dr. Heidi Ahonen during her Fall 2023 sabbatical. She did not receive any course release for this task. It is important to note that the university’s collective agreement guarantees a course release to the Master of Music Therapy (MMT) Coordinator and the MMT coordinator receives this release yearly. While the programs recognize the importance of alleviating service demands, the ability to modify these arrangements is subject to university policies and collective agreements.

Music Decanal Comments: See comments above.

FGPS Decanal Comments: Likewise, please see previous comment.

Program Review Sub-Committee Comments: From the committee’s perspective, this recommendation (and the associated responses) does relate quite closely to the previous Recommendation #5. Thus, the committee’s response is also similar: that the Music Therapy programs and Dean of Music continue to communicate and

collaborate on addressing the issues raised in this recommendation with regards to service loads of Music Therapy faculty, such as those associated with necessary program accreditation. No further reporting on this recommendation is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
6B. Undergraduate Student Quality Indicators We recommend that the WLU Development office works to expand the current array of awards/scholarships for BMT students.	Kathryn Jeffrey	Development	On-going

Unit Update: To the best of the program’s current knowledge, there have not been new scholarships established for BMT students, though there are a number of scholarships already available. The program is committed to continued conversations with the Development Office to ensure that BMT students have sufficient scholarship opportunities.

Music Decanal Comments: No additional scholarships are available.

Program Review Sub-Committee Comments: The intent of this recommendation is an important one – to ensure that BMT students have access to scholarship opportunities to support their education. The BMT program is encouraged to continue to work with the Development Office on identifying potential scholarship opportunities for its students. No further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
6C. Graduate Student Quality Indicators We recommend that the graduate program consider limiting the number of annual student acceptances, while the institution provides greater support for international students, in the form of financial scholarships and funding.			On-going

Unit Update:

Since the review, the graduate program has taken several steps related to student admissions. The program has implemented a more structured approach to managing enrollment numbers, including establishing internal guidelines to limit the number of students accepted annually, in order to maintain quality and ensure adequate support for each student. However, the final enrollment decisions are subject to institutional policies and capacity, which the program does not control.

Regarding international student funding, the program recognizes that securing additional scholarships and funding opportunities is outside of its direct control. Nevertheless, the program continues to advocate for increased institutional support and is actively informing prospective international students about existing funding options and resources offered by the university and external organizations to promote inclusivity and support diverse student needs.

Music Decanal Comments: Agree with faculty assessment. It should also be noted that international student applications to Canadian institutions are markedly lower than previous years; the reason for which should be obvious.

FGPS Decanal Comments: FGPS recognizes challenges associated with funding of international graduate students. Perhaps there are additional research assistantships or studentships that could be secured through faculty research grants.

Program Review Sub-Committee Comments: The MMT program has taken steps to implement this recommendation insofar as they have scope to do so. It is acknowledged that issues around international student numbers and/or funding are not entirely within the program’s control. No further reporting is required.

Recommendation to be Implemented (from Final Assessment Report)	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<p>7. Quality Enhancement</p> <p>In line with the suggestions for developing quality indicators, above, the committee recommends annual educational events for all clinical music therapy supervisors in order to support their ongoing professional development and capacities to cultivate student pre-professional knowledge, skills, and abilities.</p>	<p>Heidi Ahonen, Elizabeth Mitchell, Demian Kogutec, Emily Carruthers</p>		<p>Spring 2023</p>

Unit Update:

BMT Program – Since the review, the Program Coordinator has met with undergraduate supervisors each fall term. This meeting reviews curriculum changes, expectations of supervisors, approaches to clinical supervision,

and also provides supervisors with the opportunity to ask questions and to problem-solve any student issues together. The Program Coordinator leads this meeting and Emily Carruthers attends and provides support. Supervisors are all remunerated for their time in attending these meetings, as per the Collective Agreement.

MMT Program – The MMT Program Coordinator has been regularly engaging with the graduate clinical music therapy supervisors through meetings each fall and winter term. These meetings focus on reviewing curriculum updates, clarifying expectations for supervision, discussing approaches to clinical supervision, and providing a forum for supervisors to ask questions and collaboratively address student-related challenges. These sessions serve as ongoing professional development opportunities for supervisors, supporting their capacity to effectively mentor and cultivate students’ pre-professional knowledge, skills, and abilities.

Music Decanal Comments: Agreed and satisfied with progress toward this valuable recommendation.

FGPS Decanal Comments: The MMT program has outlined steps taken to address this Recommendation.

Program Review Sub-Committee Comments: Comments provided by the BMT and MMT programs indicate that they are actively trying to address this recommendation, which centres on professional development opportunities, with their supervisors. Comments from the Deans indicate that they are satisfied with the approaches taken by the programs. The programs are encouraged to seek feedback from supervisors on their development gaps or needs, and to identify opportunities to address them, as appropriate. No further reporting is required.

ADDITIONAL COMMENTS

Unit: We have appreciated this opportunity to reflect upon the strengths and areas for development in both of our Music Therapy programs. We wish to thank the reviewers for their time, feedback, and commitment to the growth of our programs. We have implemented those recommendations that were feasible and within our control and feel that the recommendations from the report have been fulfilled.

Dean of the Faculty of Music: Agreed.

Associate Vice-President and Dean: Faculty of Graduate and Postdoctoral Studies: The MMT program has addressed all recommendations, where feasible. I applaud the program in taking these steps to make improvements.

Program Review Sub-Committee: The committee appreciates the thorough comments provided by the BMT and MMT programs on the actions and initiatives that they have taken to address the recommendations prioritized in the 2021-2022 cyclical program review. It was clear from these comments that the programs had taken the intent of these recommendations seriously and are attempting to address them through important curricular and operational changes. The programs are encouraged to continue to work with the Dean of the Faculty of Music in discussing and addressing service impacts and resource needs. No further Implementation Reports will be required in advance of the next scheduled cyclical program review for the programs in 2028-2029.

Subsequent Report Required: No