

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

University of Florida

University Submitting Proposal

College of Fine Arts

Name of College(s) or School(s)

Arts in Medicine

Academic Specialty or Field

50.0799

Proposed CIP Code

Fall 2014

Proposed Implementation Term

Center for Arts in Medicine

Name of Department(s)/ Division(s)

Master of Arts

Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	12	7.2	0	0	44,862	141,593	186,455
Year 2	15	9					
Year 3	20	12					
Year 4	30	18					
Year 5	30	18	0	0	25,853	336,043	361,896

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

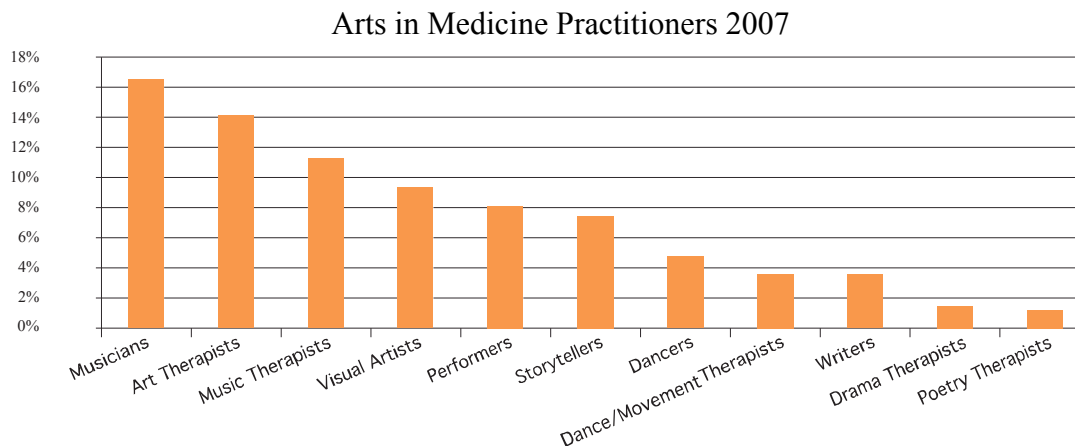
- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The online Master of Arts with a major in Arts in Medicine is designed to prepare pre-professionals and professionals in the fields of the arts and health for careers that use the arts to enhance individual and community health, and to effectively develop and manage arts programs in healthcare or community settings. The program provides a solid theoretical foundation, in-depth practical experience, and professional skillsets that will prepare artists to safely and effectively navigate healthcare settings and to prepare health professionals to use the arts to enhance clinical or public health practices.

The degree will be offered by the College of Fine Arts, and managed by the Center for Arts in Medicine. The Center has been in existence since 1996, and has offered an online graduate certificate in arts in medicine since 2012. The proposed non-thesis Master of Arts (with a major in Arts in Medicine) will require 35 credit hours of graduate study, including 15 credits of core curriculum, 8 credits of practicum work at an approved work site, and 12 elective credits. An official Graduate Record Examination (GRE) score is required for admission, and all Graduate Council policies governing master's degree programs will be satisfied.

Arts in medicine, also referred to as arts in healthcare or arts & health, is a rapidly growing field that integrates the arts into healthcare practices and settings¹. Arts in medicine is distinct from the arts therapies. Training and practice in the disciplines of arts in medicine and the arts therapies require education and training specific to the different disciplines. Arts therapists are mental health professionals trained to use the arts to address clinical goals, while arts in medicine professionals are trained to use the arts at a professional level to enhance general health and quality of life in healthcare and community settings without engaging in therapy or mental health counseling. The two disciplines and their scope of practice are distinct, but also work in partnership to bring a full spectrum of arts-based services to the healthcare system and its service populations.

Those who can benefit from an arts in medicine degree include artists - encompassing all of the visual, performing, and literary arts, from painters and dancers to poets and musicians - as well as health professionals and administrators. Analysis of the types of professionals providing arts services in hospitals shows that there are more artists than therapists working in each arts discipline¹.



1 State of the Field Committee. (2009). *State of the Field Report: Arts in Healthcare 2009*. Washington, DC: Society for the Arts in Healthcare.

Source: State of the Field Report: Arts in Healthcare 2009

According to surveys conducted by the Joint Commission (the national accreditation organization for healthcare institutions), there are arts in medicine programs at approximately half of hospitals and long-term care facilities in the United States². Healthcare providers are setting high standards for arts professionals regarding patient safety and professionalism, and an international professional association, The Global Alliance for Arts & Health, exists to guide the development of the field, including licensing standards. Exam-based national certification for professional artists who work in healthcare will be in place in 2014. The UF Center for Arts in Medicine's director serves on the National Arts in Healthcare Certification Commission board and exam writing committee.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

The Master of Arts program will provide students with access to a high-quality graduate education from the faculty of the College of Fine Arts and faculty of the UF Center for Arts in Medicine, who have been international leaders in the field for two decades. The Center for Arts in Medicine itself is recognized worldwide as the leading educational program in the field³.

The proposed program will enhance the university's research and service goals, as both students and faculty conduct research and undertake service-learning and service work in our local, national, and global communities. In so doing, graduate students in the Arts in Medicine program will develop professional and vocational skills unique to the field, preparing them for the workforce. Because the program is fully online, it has the capacity to reach an international audience and meets the demand within the field for excellence in online education. Additionally, the online platform offers access to working professionals who are seeking to complete their graduate level education in the field of arts in healthcare.

Through required practicum work, students will engage in community service at locations throughout the state and nation. The program encourages innovation and the development of novel interdisciplinary program-based approaches to improving individual and population health. Through excellence and leadership in teaching, scholarship, research, and service, the program will enhance the reputation of UF's College of Fine Arts within the community, state, and region.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
 - Education
 - Health Professions
 - Security and Emergency Services
2. Economic Development:

2 Sonke, J., Rollins, J., Brandman, R. & Graham-Pole, J. (2009). The state of the arts in healthcare in the United States, *Arts & Health*, 1:2,107-135.

3 Moss, H. and O'Neill, D. (2009). 'What training do artists need to work in healthcare settings?' *Medical Humanities* 35(2), 101-105.

- Globalization
 - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

N/A

D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

The program will be offered online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Bachelor's degrees conferred in the Arts have shown an increase every year in the United States.

<i>Bachelor's Degrees Conferred U.S.</i>				
Degree	2007	2008	2009	2010
Art Studies	13,040	12,973	12,939	12,788
Fine/Studio Arts	8,782	9,251	9,231	9,430
Music	7,326	7,343	7,527	7,576
Drama	8,763	8,773	8,916	9,118
Total	37,911	38,340	38,613	38,912

Source: National Center for Education Statistics

The U.S. Department of Labor reports that there will be steady growth in occupations in the Arts over the next decade.

<i>U.S. Occupational Outlook</i>			
Occupation	2010	2020	Growth
Musicians and Singers	176,200	194,100	10%
Craft and Fine Artists	56,900	59,900	5%
Dancers	12,400	13,700	10%
Choreographers	13,200	16,400	24%
Writers and Authors	145,900	155,400	7%

Source: U.S. Department of Labor

Americans for the Arts (the nation's leading nonprofit organization for advancing the arts and arts education) reported in its 2013 National Arts Index⁴ that, despite the impact of the recent recession, arts employment has remained strong over the past decade. According to the report,

4 Americans for the Arts. (2013). *2013 National Arts Index*. Available at <http://www.artsindexusa.org/national-arts-index>. Retrieved on October 19, 2013.

“A variety of labor market indicators show relatively steady levels of employment, especially when compared to labor market difficulties facing all sectors of the economy.

- *There was an increase of eight percent in the number of working artists from 1996 to 2011 (1.99 to 2.15 million). Artists have remained a steady 1.5 percent of the total civilian workforce.*
- *The self-employed “artist-entrepreneur” – active as poet, painter, musician, dancer, actor, and in many other artistic disciplines – is alive and well, with total numbers growing 10 out of the 11 years between 2000 and 2011 (509,000 to 730,000).*
- *Arts workers have diverse occupations and skills, ranging from designers and crafts artists to performance professionals and artistic technicians. Across the range of arts occupations, earnings kept pace with inflation, increasing in current dollars to about \$52,000.”*

As more healthcare institutions establish arts programs, employment opportunities for both artists and arts administrators increase. As previously noted, national certification for professional artists who work in healthcare will be in place by early 2014, driving an already strong demand for education for professionals in the field. Since the Center for Arts in Medicine posted on its website the intent to propose an online Master of Arts (with a major in Arts in Medicine), over 100 people have made serious inquiries and asked to be added to the program’s waiting list.

There are currently not enough graduate level training programs in place to satisfy the demand for skilled practitioners and the interest among students and professionals. There is currently only one graduate level training program in the United States specifically focused on arts in medicine, and this program is solely for administrators and offered on site (The University of Oregon’s Master of Arts with a major in Arts Administration with a Concentration in Arts in Healthcare Management). In the United Kingdom, four arts and health graduate degree programs are offered in residential programs, and in Australia one on-site graduate certificate is offered. The College of Fine Arts (CFA) believes there is an opportunity to fill this gap through the proposed online program.

Numerous articles published in field journals have articulated a need for advanced education and training for arts in medicine professionals^{3,5, 6, 7, 8}. In a review of literature related to arts in medicine education, Moss & O’Neal¹ cite the UF Center for Arts in Medicine as the first of five best practice programs worldwide in training in the field, and the only best practice program in the United States. The article also notes that education in the field, particularly at the graduate level, is needed and has arisen from a prevalence of arts programs in healthcare worldwide.

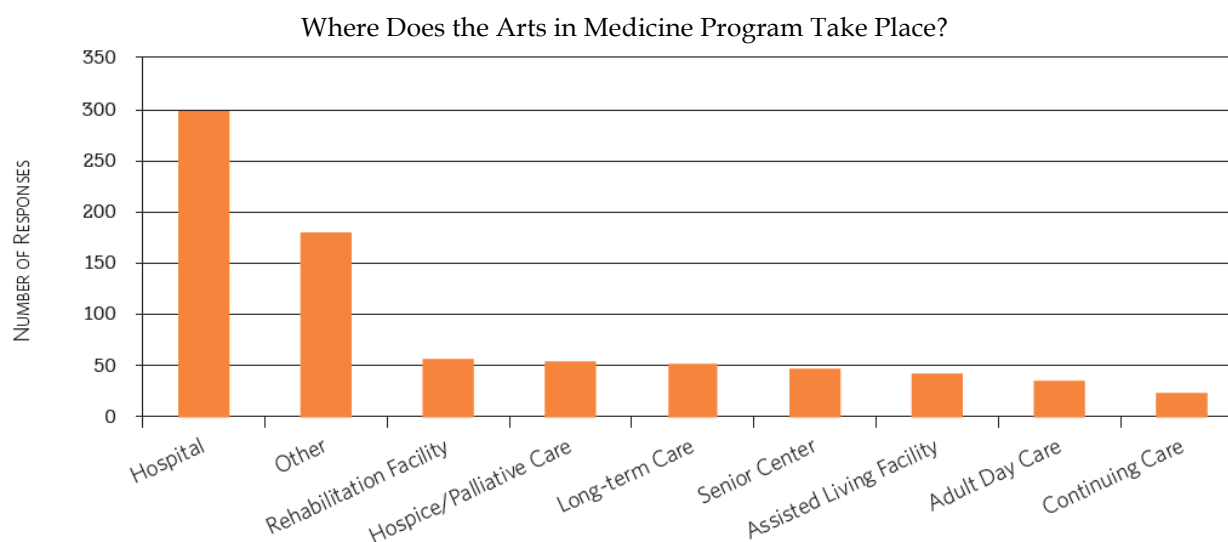
The graph below, from 2007 survey data from the Joint Commission and published by the Society for Arts in Healthcare in 2009, shows that most arts in medicine activities take place in hospitals, but also branch out to a variety of healthcare institutions.

5 Clift, S., M. Camic, P., Chapman, B., Clayton, G., Daykin, N., Eades, G., ... & White, M. (2009). The state of arts and health in England. *Arts & Health*, 1(1), 6-35

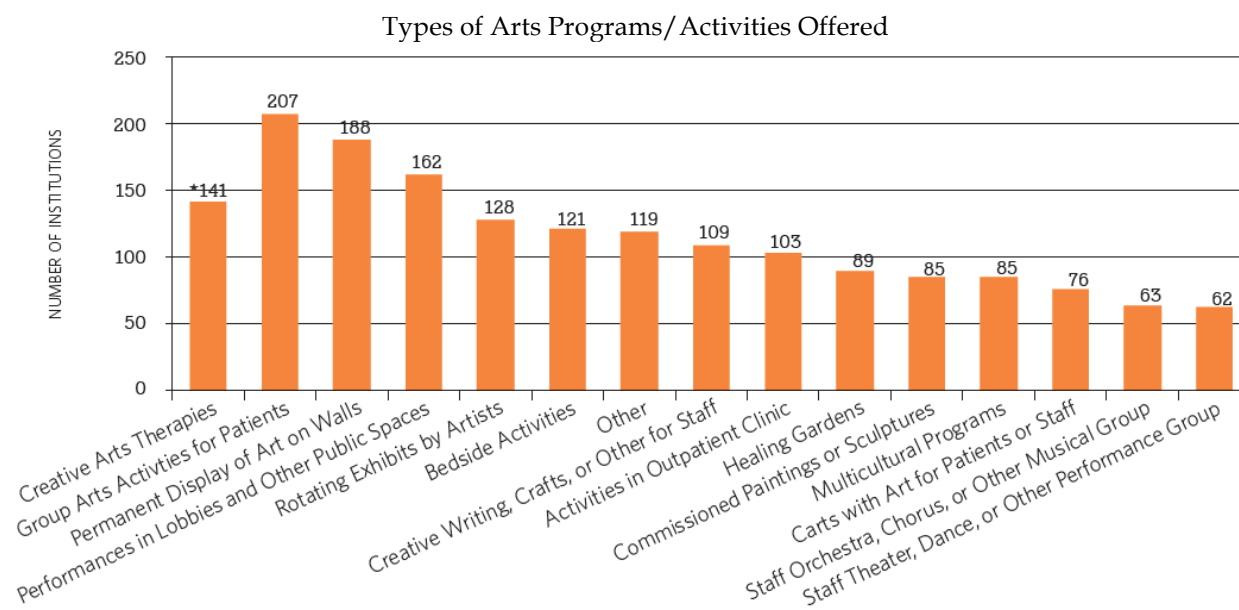
6 Pratt, R. (2003). *The Arts in Healthcare in the United States in the Twenty-First Century*. Keynote Address Presented to the VIII Music Medicine Symposium of The International Society for Music in Medicine. June 26, 2003. Hamburg, Germany.

7 Dileo, C., & Bradt, J. (2009). On creating the discipline, profession, and evidence in the field of arts and healthcare. *Arts & Health*, 1(2), 168-182.

8 Sadler, B. L., Ridenour, A., & Berwick, D. M. (2009). *Transforming the healthcare experience through the arts*. San Diego: Aesthetics.

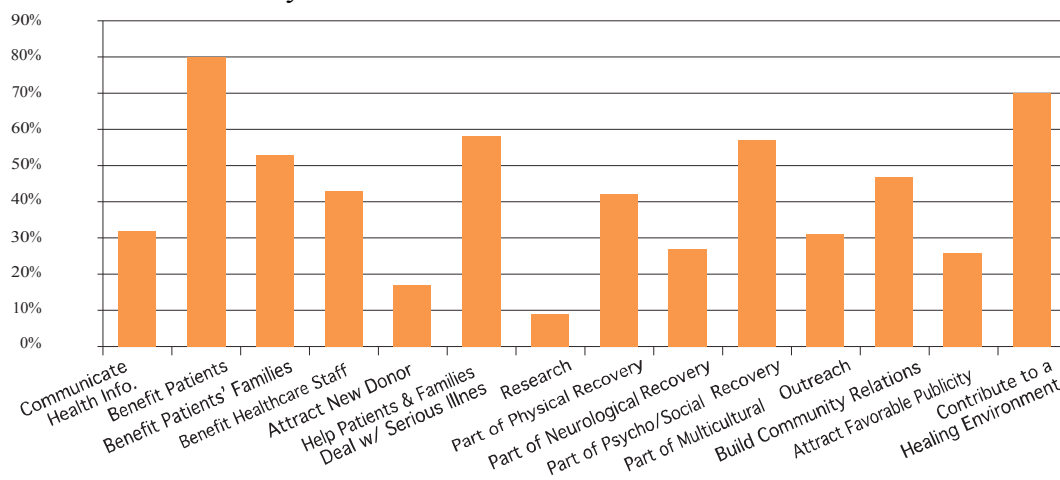


The graph below shows that arts programs and activities in healthcare settings are diverse and span artistic disciplines.



According to Joint Commission surveys conducted in both 2004 and 2007, benefits to patients and contributions to a healing environment were the top reasons cited by healthcare institutions for investing the arts and artists.

Why Healthcare Institutions Invest in the Arts



Source: State of the Field Report: Arts in Healthcare 2009

The proposed Master of Arts would fill a crucial gap in education and credentialing in the field of Arts in Medicine, and also assist the field in expanding the already rapidly growing body of research that is necessary to ensure further expansion and professionalism in the field.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

There is immense interest in education and training in the field, as has been evidenced by the Center for Arts in Medicine's current curriculum, training, and certificate programs, which operate at capacity and have grown steadily over the past 17 years. The Center has offered an online Graduate Certificate in Arts in Medicine since Fall 2012. The program enrolled seven students in its first year, and will enroll ten more students in 2013-14 and per year thereafter. Interest in the degree program has also been evidenced by the level of inquiry the Center has received since posting plans for development of the Master of Arts on its website in May of 2012. Since this time, 108 potential students have conferred with the graduate program advisor, and declared their interest in applying to the program once it is approved. As previously noted, the UF Distance Learning program conducted a formal market analysis and found a definite market and opportunity for graduate education in this field.

In October of 2013, the Center for Arts in Medicine conducted surveys of potential students and of current employers to further document interest in and need for graduate education in the field. The Center's waiting list of 103 individuals were asked five questions related to their educational and professional backgrounds and their interest in graduate education in arts in medicine.

The survey data showed that 57% of potential student respondents have education in the arts and 30% have education in health of public health. Twenty-three percent reported having professional experience in arts or health administration, 23% have professional experience in health or public health, and 29% have professional experience in the arts. Many reported overlapping education and professional education and professional experience in both healthcare and the arts.

Eighty-eight percent of the potential students reported the desire to earn the full Master of Arts (with a major in Arts in Medicine) degree, in addition to or as opposed to the Graduate Certificate in Arts in Medicine. When asked what they plan to do with a degree in arts in medicine, potential students expressed the following intentions (most frequently noted intentions, in descending order):

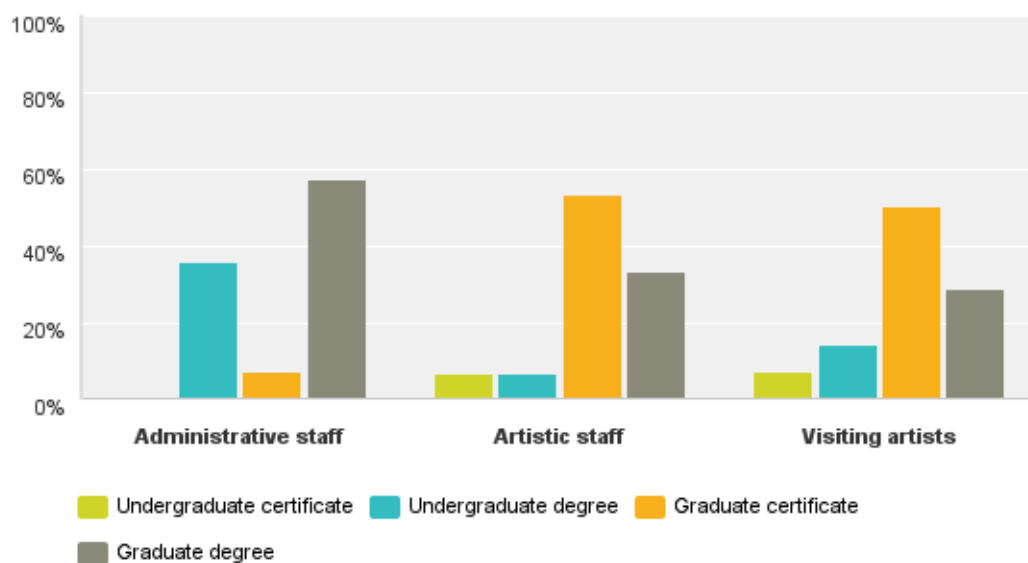
1. To continue, advance, or gain employment in the field of arts in medicine *as a program administrator*

2. To continue, advance, or gain employment in the field of arts in medicine *as an artist*
3. To work in or advance the field of *Public Health*
4. To teach or develop an *academic career* in the field
5. To develop a career in *research* in the field

In the survey of 25 employers in the field, 100% of respondents reported having paid staff in their arts in medicine program. The programs employed an average of 2.14 full-time and 2.4 part-time administrative staff members, an average of 1.0 full-time and 4.0 part-time staff artists (with benefits), an average of 15 contracted artists (without benefits), and an average of 11 paid visiting artists.

Ninety-four percent of employers reported a need to expand their administrative staffs, while 88% reported the need to expand their salaried or contracted artistic staffs. More are seeking salaried artistic staff members than contracted artists.

Eighty-nine percent of employers reported that they would be more inclined to hire administrative or artistic applicants who have an academic degree in arts in medicine. Preferences for academic credentials in arts in medicine were expressed as follows:



Current pay scales in the field are consistent with or higher than other allied professions in healthcare, suggesting a viable level of compensation for artists and administrators who enter the field. A 2010 survey conducted by a Society for the Arts in Healthcare consultant of 220 Arts in medicine professionals showed a desire for higher pay scales and a need for graduate-level education and certification. The survey showed that while some artists are paid as much as \$120/hour, the median hourly pay rate was \$31-40/hour. Arts in medicine administrators were similarly compensated, at an average hourly rate of \$21-\$30.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Florida State University offers MS and PhD programs in art therapy. Center for Arts in Medicine faculty have made presentations at symposia presented by these programs, and students and faculty of both universities have had the benefit of participating in reciprocal programs, such as symposia, workshops and internships. We have an excellent working relationship with the FSU Art Therapy program. Its

director, Marcia Rosal, has participated in our training programs and partners with us in our rural community initiatives in the Florida panhandle. Dr. Rosal has expressed support for the proposed Master of Arts (with a major in Arts in Medicine) and is interested in collaborative opportunities for students and faculty of both programs. We have discussed practicum opportunities for students as well as opportunities for faculty to collaborate in research and provide teaching and lectures. Dr. Rosal understands the distinction between arts in medicine and the arts therapies, and is not concerned with any potential negative impact on enrollments in the FSU art therapy program. Additionally, she is interested in the opportunity for her students to earn the online Certificate in Arts in Medicine and to undertake practicum work within our onsite program at UF.

Our current collaboration in fieldwork within our Arts in Healthcare for Rural Communities program is likely to lead to further research opportunities for both students and faculty as the Master of Arts program is implemented and our faculty grows. We also currently partner with the FSU medical faculty at the FSU/Collier Health Services on research at our Immokalee site.

The University of Tampa (UT) has proposed a new low-residency Master of Arts in Expressive Arts in Health. Program planners anticipate that the program may be launched in 2015. This program is distinct from the proposed Master of Arts at UF in that it provides education and training in expressive arts, a field that is – like the arts therapies – related yet distinct from arts in medicine. We maintain an excellent collegial relationship with UT faculty, and are working to be sure that the programs are complimentary in building the overall arts and health field and providing educational opportunities for students developing careers in each discipline of the broader arena. Proposed curricula for both programs have been discussed at face-to-face meetings with the program planners, and possible collaborations that could provide practicum opportunities are being developed.

- D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

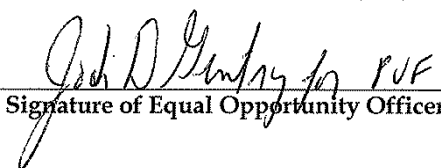
Our headcount and FTE projections are based on field demographics (from annual membership reports published by the Global Alliance for Arts & Health), enrollment in our Graduate Certificate in Arts in Medicine, and our current waiting list of 103 potential students. We anticipate that the majority of students who enroll in the program initially will be professionals in the field who have been waiting for the opportunity to earn a degree specific to their work. We also anticipate that, while working professionals from throughout the U.S. will likely represent the majority of our students over time, that the percentage of students moving directly from undergraduate degrees in related fields, particularly at Florida schools, will grow significantly over time. We do not expect students from within UF to change majors to enroll in this program.

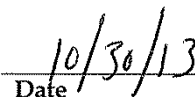
- E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

The program will be marketed to a broad array of potential students, primarily through online media and communication with faculty and advisors at related undergraduate arts and health programs worldwide. As an online offering, the program will be accessible to students who cannot relocate to Florida due to economic or other restrictions. Based on historic enrollment in our training programs, we anticipate a

relatively high enrollment by people with physical and other disabilities and limitations. Many people who have themselves been challenged by illness and disability and have found the arts useful to their health or wellbeing are drawn to education and career development in this field. Our administrative and teaching staffs have invested in training and education related to accessibility and diversity, and the Arts in Medicine Programs at UF (the UF Center for Arts in Medicine and the Shands Arts in Medicine program) currently employ several artistic and administrative staff members with disabilities.

We will make every effort to attract quality minority students, and will utilize existing programs and partnerships, including our Arts in Healthcare for Rural Communities Initiative and partnership with IFAS and the Florida Office of Rural Health, to promote the program. We have a history of attracting racially diverse student groups, including people from other countries. We plan to implement marketing targeted to undergraduate students at many universities, and will work to develop direct relationships with advisors at schools with particularly diverse student bodies, including FAMU and FIU in Florida. This program does not duplicate any programs offered at those universities, and no minority groups will be unfavorably impacted by this program.


Signature of Equal Opportunity Officer


Date

III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

As a self-funded program, the Master of Arts (with a major in Arts in Medicine) will be revenue generating and self-sustaining. We have received seed funding for the program from a private donor in the amount of \$27,000 for year one and \$22,000 for year two. This support will allow us to develop the student base at a modest pace, which will help us to ensure the highest level of quality as we learn from our experiences and student evaluations. Current resources that will be applied to the program include support from the College of Medicine Department of Pediatrics for one of our faculty members, who teaches at .25 FTE per semester (represented under contracts & grants in the budget table) and the Center director's salary, which is provided by the College of Fine Arts and by Shands Hospital. Additional and ongoing faculty and staff support for the program will be funded through program revenues.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Two existing faculty members from schools in the College of Fine Arts will provide periodic teaching for

the proposed program. Dr. Michelle Tillander from the School of Art & Art History will teach an elective course, *Teaching Art to Special Populations*. This course is expected to be offered either once annually or bi-annually, and will serve students of the proposed Master of Arts (with a major in Arts in Medicine) as well as students in the online Master of Arts (with a major in Art Education) program. The new course will enhance both programs and will provide cross-disciplinary interaction for students and faculty. The Center for Arts in Medicine will support Dr. Tillander's time for this teaching, which will not adversely affect the Art Education program or the School of Art & Art History. Dr. Brenda Smith, from the School of Music will offer seats in her current Vocal Pedagogy class to Master of Arts (with a major in Arts in Medicine) students. No reallocation of Dr. Smith's time is necessary, as she is already teaching this course; however, the disciplinary broadening of the student base in the course will positively impact the course, and Dr. Smith's role within the Center for Arts in Medicine will support her ongoing research in singing for aging populations. Dr. Smith already allocates .05 FTE to work with the Center for Arts in Medicine. Jill Sonke, Director of the Center for Arts in Medicine, is already dedicated to teaching and management of arts in medicine education programs in the Center.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

We have selected several elective courses from other departments on campus. Each of these departments has confirmed that they can accommodate our students at our proposed estimated enrollment levels. These departments are pleased to welcome additional students and are also pleased with the opportunity for more diversity in disciplinary backgrounds among students in the courses. Twelve of the 15 core curriculum credit requirements for the Master of Arts are also requirements of the Graduate Certificate in Arts in Medicine, and six are requirements of the Graduate Certificate in Arts in Public Health. This overlap will allow a high level of efficiency in our course offerings and also help all sections to run at or close to capacity levels.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

We will utilize strong relationships with several national and international field associations and academic partners for marketing of the proposal program. The field associations, including the Global Alliance for Arts & Health, provide the primary means of communication (monthly e-news, online program listings and resources, and conference advertising) with professionals and students. The primary communication streams, including monthly e-news and online listings, are free and well utilized. These resources will make it possible for us to market the program effectively with a very modest marketing budget. We will also continue to market our programs, including the new Master of Arts, through presentations, exhibits, and advertising at national and international field conferences. We are fortunate to have strong relationships with major state and national arts associations, including the State of Florida Division of Cultural Affairs, National Endowment for the Arts, and Americans for the Arts, who also have free regular news and marketing structures that will be effective in marketing the program.

As previously noted, we have garnered private donor support for implementation of the program over the first two years. Center for Arts in Medicine faculty members are already garnering significant external funds for research. Since 1994, the Center's director has brought over \$2 million in external funding to UF and Shands Hospital for arts in medicine research and projects. Center faculty members will be expected to dedicate .25 FTE of their effort to research, and to bring in external funds to support the research. Major funders, including the National Institutes of Health, National Endowment for the Arts, US Departments of Commerce, Defense, and Health and Human Services, and foundations such as MetLife, Kresge, and Johnson & Johnson are supporting research in this field. All of our faculty will continue to write grants for external funding to support research and service activities.

Students in the program will have access to financial aid, just as campus-based students do; and we have

established a scholarship fund and list of potential donors to approach for initial and annual contributions to the fund.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

As more healthcare institutions have established arts programs over the past two decades, employment opportunities for both artists and administrators are growing at an increasing pace. As previously noted, national certification for professional artists who work in healthcare will be in place in 2014, driving an already strong demand for education for professionals in the field. The proposed Master of Arts would fill a crucial gap in education and credentialing in the field. As a significant number of students from Florida are expected to complete the program, we anticipate that increased professionalism and program development will result and drive an increase in employment opportunities in the state. Through enhanced leadership in arts in medicine education and programming, UF and Florida will gain recognition nationally and internationally.

Potential benefits of the proposed Master of Arts include increased direct revenues, leadership, visibility, and external research funding for the Center for Arts in Medicine, the College of Fine Arts, and UF. We also anticipate benefits to our campus, local and state communities related to service.

Direct Revenue (quantitative): The proposed program is online and self-funded. We have set modest targets for enrollment for the first three years, with enrollment reaching and stabilizing at 30 students by year five. Based on our current waiting list, we are confident that we will achieve these enrollment goals. We will implement the program with \$49,000 in seed funding from a private donor (confirmed), and without the need for any start-up funds to be provided by UF. We anticipate that the program will be entirely self-sustaining and generate revenues that will support outstanding faculty, research, and service, and that will generate administrative revenues to UF and the College of Fine Arts through the RCM structure.

Leadership and Visibility (qualitative): The UF Center for Arts in Medicine is recognized as a leading educational program in this field worldwide. As the field continues to grow and becomes established as an Allied Health Profession, UF will become more widely recognized as the leading educator in the discipline. To date, the Center has provided consulting and education/training services to many other institutions as they developed arts in medicine programs, including Duke University, Tulane University, the University of Michigan, Harvard University, the University of Miami, the University of Kentucky, the University at Buffalo, and the University of Oregon.

Arts in medicine is garnering significant media attention. The *New York Times* features articles on an almost weekly basis that focus on the health benefits of the arts, or the benefits of the arts in medical education and the practice of medicine. The UF Center for Arts in Medicine has been featured in major media pieces, including in recent articles in *Parade Magazine* and the *North Central Florida Business Report*. We were also the subject of an hour-long piece on NPR’s nationally syndicated Studio 360, and two PBS documentary films (*Healing Words* and *Color My World*). As graduate education, and thus research, expands in arts in medicine at UF, we anticipate even greater media attention, which would enhance UF’s national reputation.

Previous enrollments in Center for Arts in Medicine training and education programs, a formal market analysis, inquiries from prospective students, and survey data from prospective students indicate a clear demand for graduate education in arts in medicine. Based on this data, we are confident that the program will operate at target enrollment levels and earn revenues that will not only support program expenses, but will also provide an infrastructure for research and service to our local and state communities.

External Research Funding (quantitative): As noted above, Center for Arts in Medicine faculty members garner external funds for research and service projects.

Service and Collaboration (qualitative): As the Master of Arts program is implemented, we anticipate increased collaboration with other universities and health service programs. We have current and past collaborations with several SUS universities, including FSU (College of Medicine and Art Therapy), the University of Tampa, the University of South Florida, and the University of West Florida. We also actively partner with the UF IFAS program on a statewide service and research initiative in rural communities, which also involved partnership with the Florida Office of Rural and the State of Florida Division of Cultural Affairs. These partnerships provide practicum and internship opportunities for students, and research and service opportunities for faculty.

The proposed Master of Arts program requires seven credits of practicum work. We have created a list of approved practicum sites in Florida, where students will be able to provide service work to satisfy these requirements. This will expand arts in medicine services at hospitals statewide. The work of our faculty members will also expand services to our local community through work they undertake with the Shands Arts in Medicine program and at community sites, including the Alachua Regional Detention Center, Alz Place (day center for people with Alzheimer's disease), the VA Medical Center, and the ARC (residential center for adults with disabilities).

V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

N/A.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A.

- C. If the university intends to seek formal Limited Access status for the proposed program,**

provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

N/A.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

N/A.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The Master of Arts (with a major in Art in Medicine) endeavors to meet the growing international demand for excellence in education in the field. It will serve the mission contained in the SUS Strategic Plan and the University Strategic Plan by: 1) fulfilling the University of Florida's stated mission to emphasize teaching, practice and research, and service in a manner that aligns with the aim "to strengthen the human condition and improve quality of life"; 2) supporting its faculty and students in conducting research and implementing practice at the highest level of competence and expertise; 3) building a highly-skilled workforce to address the critical need for improved health outcomes and patient and employee safety in medicine and public health; and 4) undertaking service work in our local, national, and global communities.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The Master of Arts builds upon the University of Florida's existing institutional strengths by cultivating and sustaining active, interdisciplinary partnerships with the following academic programs: College of Medicine, Clinical and Translational Sciences Institute (CTSI), College of Public Health, Center for Movement Disorders and Neurorestoration, Digital Worlds Institute, Institute on Aging, UF Health/Shands Hospital, and the VA Medical Center. These partnerships represent dynamic collaborations, which inform and influence the culture and practice of each, advancing the mission and enhancing the program goals and outcomes in service to all involved. Teaching, research and service efforts between the UF Center for Arts in Medicine and each of these units yield mutual values, learning and exchange on local, national and global levels.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Planning Process

Date	Participants	Planning Activity
------	--------------	-------------------

March 21, 2012	Jill Sonke, Jenny Lee, Rusti Brandman	Strategic planning session identified exploration of an MA in Arts in Medicine as a strategic priority, based on increased inquiries from potential students
March 28, 2012	Jill Sonke, Jenny Lee, Rusti Brandman, Amy Bucciarelli	CAM Faculty curriculum retreat identified the graduate certificate and MA as appropriate goals, and identified learning objectives and primary courses
April 2, 2012	Dean Edward Schaefer, Jill Sonke	Meeting to discuss possible graduate certificate and MA programs
April 23, 2012	Jill Sonke, Jenny Lee	Course proposals and syllabi for grad certificate and proposed MA courses submitted to CFA curriculum committee
May 3-5, 2012	Jill Sonke, Jenny Lee, Dylan Klempner	CAM exhibit at the Society for the Arts in Healthcare conference; initial list of interested potential students
May – July 2012	Jill Sonke, Distance Education staff and consultants	Conducted market analysis
June 29, 2012	Jill Sonke, Dean Ed Schaefer	Graduate Certificate in Arts in Medicine fully approved at all curriculum levels
August 2012	Jill Sonke, Jenny Lee, Dylan Klempner	Graduate Certificate program launched
Feb 2, 2103	Jill Sonke, Ed Schaefer, Angel Kwolek-Folland	Meeting to discuss MA pre-proposal
Feb-March, 2013	Jill Sonke, Dean Ed Schaefer	All MA courses fully approved and assigned course numbers
Feb 19, 2013	Jill Sonke, Dr. Gerhardt, Dean Schaefer	Meeting with Dr. Gerhardt to discuss MA, received support
March, 2013	Ed Schaefer, NASAD representatives	Reviewed MA proposal and curriculum to determine if the program would fall under NASAD accreditation (it will not)
April 2013	Jill Sonke, all CFA schools and faculty	Presentations/discussion of MA proposal at each CFA school faculty meeting
June 26-29, 2013	Jill Sonke, Jenny Lee	CAM exhibit (Graduate programs marketing) and presentations at the Arts, Health & Wellbeing Conference, UK
October 10, 2013	Jill Sonke, CAM Advisory Board	Reviewed program plan with CAM Advisory Board
October 11, 2013	Jill Sonke, UF Distance Education staff	Submission of Self-funded program proposal
October 20-23, 2013	Jill Sonke, Marcia Rosal	Dialogue with FSU Art Therapy program director regarding current partnership and MA proposal support / collaboration
October 21, 2013	Dylan Klempner, Natalie Morrison	MA marketing meeting
October 21, 2013	Dylan Klempner, Michelle Tennant, Ann Lindell, Nina Stoyan-Rosenzweig	Meeting with UF Library staff to identify resources
October 22, 2013	Ed Schaefer, Andy McCollough, Jill Sonke	Meeting to review Self-funded program proposal

Events Leading to Implementation

Date	Implementation Activity
November 2013	Meet with Henry Frierson in the Graduate School
November 1, 2013	Completion of MA full proposal, submit to Angel Kwolek-Folland for review
November 10, 2013	Submit final MA proposal to all CFA faculty and CFA curriculum committee

November 30, 2013	Finalization of marketing plan
December, 2013	Approval by CFA curriculum committee
January 2014	Submit elective course proposals to CFA curriculum committee
January 2014	Approval of Self-funded proposal
Feb-March 2014	Approval by Graduate Council
Spring 2014	Plan search for new faculty member
May 2014	Approval by Faculty Senate
May 2014	Complete faculty search
May 2014	Meet with CITT staff to plan new course development
June 2014	Anticipated program approval by UF Board of Trustees
June-July 2014	Begin new faculty search
June-August 2014	Increase marketing and advisement
July 1, 2014	Announce MA program launch and begin accepting applications
August 1-20, 2014	Application review and selection
September 2014	Program launch with existing faculty and 10-15 students
October 2014	New faculty hire

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

The Center for Arts in Medicine's undergraduate Dance in Healthcare Certificate is included in the program reviews conducted by the National Association for Schools of Dance (NASD). In two reviews since the program's implementation, the certificate program has been viewed as a significant asset to the School of Theatre and Dance. The Center's two undergraduate certificates (Certificate in Arts in Healthcare and Certificate in Dance in Healthcare) and Graduate Certificate in Arts in Medicine undergo annual Student Learning Outcomes (SLO) assessments, per Office of Institutional Assessment requirements.

In 2013, the Office of Institutional Assessment highlighted the Center for Arts in Medicine's overall program review and planning processes as an outstanding model in its SACSCOC Comprehensive Standard 3.3.1.5, Institutional Effectiveness: Community/Public Service report.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Student Learning Outcomes:

- Students know the theoretical foundations that inform the field and practice of Arts in Medicine.
- Students identify the roles of the arts in promoting health education, health literacy and disease prevention in community settings.
- Students analyze and identify skills necessary to navigate care environments and to ensure patient safety.
- Students analyze and identify professional-level practical skills in using the arts to address health in healthcare and community settings.
- Students identify the administrative structures that support Arts in Medicine programs.
- Students analyze core issues, contemporary trends and critical debates central to the Arts in Medicine.

- Students identify core competencies including ethical frameworks, program development and assessment, grant writing, and cultural competency.

B. Describe the admission standards and graduation requirements for the program.

Admission to the Master of Arts (with a major in Arts in Medicine) program requires a bachelor's degree in an arts, health, or related field of study from a regionally accredited institution or the equivalent, and completion of the Introduction to the Arts in Healthcare course at UF, or completion of an Arts in Healthcare Summer Intensive, or a minimum of one year of professional experience as an artist or administrator in the field of Arts in Medicine. In alignment with UF Graduate School requirements, an official Graduate Record Examination (GRE) score is required for admission. Requirements of the degree include completion of 35 credits of required and elective coursework with a 3.0 or higher GPA. All Graduate Council policies governing master's degree programs will be satisfied.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The online Master of Arts (with a major in Arts in Medicine) will require 35 credit hours of graduate study, including 15 credits of core curriculum, 8 credits of practicum work at an approved work site, and 12 elective credits as listed in the table below. A thesis will not be required.

	CREDITS
CORE CURRICULUM	15
HUM5357: Creativity and Health: Foundations of the Arts in Medicine	3
HUM5595: Arts in Medicine in Practice	3
HUM6353: Arts in Medicine Professional Seminar	3
HUM6354: Arts in Medicine Advanced Professional Seminar	3
PHC 6104: Evidence-Based Management of Public Health Programs	3
PRACTICUM	8
HUM6942: Arts in Medicine Graduate Practicum	3
HUM6358: Arts in Medicine Capstone Proposal	1
HUM6359: Arts in Medicine Capstone	3*
ELECTIVES	12
HUM6930: Special Topics (The Arts and Human Development)	3
HUM6930: Special Topics (Introduction to Arts Therapies)	3
HUM6930: Special Topics (Art and Compassion)	3
ANG6930: Special Topics in Anthropology (Anthropology & Global Health)	3
ANG 6930: Special Topics in Anthropology (Critical Medical Anthropology)	3
PHC6410: Psychological, Behavioral, & Social Issues in Public Health	3
HUMXXXX: Arts in Public Health Practicum (approved at GCC level 3)	3
HUMXXXX: Arts in Public Health Professional Seminar (approved at GCC level 3)	3
THE6905: Individual Study (Arts Administration)	3
MVV 6651: Vocal Pedagogy	3
HSA 6114: Introduction to the US Health Care System	3
HUM6930: Special Topics (Teaching Art with Special Populations)	3
GMS 6822: Measuring and Analyzing Health Outcomes II	3
TOTAL CREDITS	35

* A request to increase in the current 3 credit Capstone course credit to the 4 credits needed for the

curriculum plan is already in process. The change request has been approved by the College of Fine Arts and is pending with the Graduate Council (as of 1/9/14).

The Master of Arts is designed to help pre-professionals and professionals develop careers that engage the arts to enhance individual and community health.

The core curriculum address the theoretical and practical frameworks that provide the foundation for the course of study, including: 1) Creativity & Health: Foundations of Arts in Medicine (historical and theoretical foundations); 2) Arts in Medicine in Practice (scope of practice, best practices, professional competencies); 3) Arts in Medicine Professional Seminar and Arts in Medicine Advanced Professional Seminar (development of advanced professional skillsets); and 4) Research and Evaluation. With the exception of Resaerch and Evaluation, all of the these courses have been fully approved and assigned course numbers.

Students may choose from a variety of electives designed to broaden and deepen exposure to specific practices within related disciplines and to develop interdisciplinary knowledge and skills. Elective courses have been selected from the Center for Arts in Medicine, the College of Public Health and Health Professions, the College of Medicine, Anthropology, and schools within the College of Fine Arts. There are no thesis or dissertation requirements.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

MA in Arts in Medicine Recommended Course Sequence					
YEAR ONE					
Fall A	Fall B	Spring A	Spring B	Summer A	Summer B
Foundations (3)	Practice (3)	Practicum (3)	Practicum (continued)	Elective #1 (3)	Elective #2 (3)
			Professional Seminar (3)		
YEAR TWO					
Fall A	Fall B	Spring A	Spring B	Summer A	Summer B
Elective #3 (3)	Advanced Prof. Seminar (3)	Research and Evaluation (3)	Arts in Medicine Capstone (4)	Elective #4 (3)	
		Capstone Proposal (1)			

E. Provide a one- or two-sentence description of each required or elective course.

Creativity and Health: Foundations of Arts in Medicine: This 8-week online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and inform the field and practice of the arts in medicine.

Arts in Medicine in Practice: This 8-week online course explores the practice of the arts in medicine in the fields of health and human services. The course provides a dynamic, interdisciplinary overview of diverse practices and methodologies in the field of arts in medicine in community and healthcare settings.

Arts in Medicine Professional Seminar: This 8-week online course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and within its historical and contemporary applications. This course is designed to help students prepare for practice in the field of arts in medicine.

Arts in Medicine Advanced Professional Seminar: This course provides a practical orientation to professional competencies, practice, and ethics for the field of arts in medicine. The professional seminar will focus on core issues, trends, and critical debates central to current practice within the discipline and

its historical and contemporary applications. This course is designed to synthesize and integrate student learning in preparation for practice in the field of arts in medicine.

Evidence-Based Management of Public Health Programs: This course provides practical guidance on how to monitor achievement of a program's objectives, gather information and evidence of the program's effectiveness, and determine a program's impact in public health settings. The student will undertake review of the structure and functions of the public health system, followed by the rationale and application of an evaluation framework that leads to evidence-based decision-making in public health.

Arts in Medicine Graduate Practicum: This 16-week online course will engage the student in professional-level practice in an established arts in medicine or community-based arts for health program. The student will undertake 130 hours of practical work within the 16-week course, including arts practice and administration, in an approved healthcare or community program setting, with the goal of preparing for professional arts in medicine practice.

Arts in Medicine Capstone Proposal: This course will engage the student in research, planning, and submission/approval of a capstone project plan as a part of the Master of Arts. The student will undertake extensive literature review and other research to support the development of a plan for undertaking an arts project that addresses health in a healthcare or community setting.

Arts in Medicine Capstone: This course will engage the student in advanced practice of the arts in medicine in a healthcare or community environment. The student will implement and evaluate a defined arts project in the healthcare or community setting, with the goal of developing professional level arts in medicine practice.

The Arts and Human Development: This course explores the arts, human development, and the practice of creative process across the lifespan. The course provides a dynamic, interdisciplinary overview of the major theories of human development and artistic development across the lifespan in social and cultural contexts.

Introduction to Arts Therapies: This survey course will overview the professions and scope of practice associated with art therapy, music therapy, dance therapy and drama therapy. The course will compare and contrast the arts therapies with arts in medicine.

Music and Healing in Africa: This course will explore the historical role of music in healing traditions across the African continent. We will explore the depth of extant ritual healing practices in contemporary Africa, including those based around dance, religion, ritual, and modern health care methodologies.

Art and Compassion: This course will explore art's potential to both represent and embody compassion. We will scan the history of cultures across the globe for literature and artwork that can inform our definition of this important idea and character trait. We will also look at recent scientific research to help us better understand the biology of compassion.

Psychological, Behavioral, and Social Issues in Public Health: Health behavior from an ecological perspective; includes primary, secondary and tertiary prevention across a variety of settings; incorporates behavioral science theory and methods.

Arts in Public Health Graduate Practicum: This course will engage the student in focused professional-level practice using arts strategies for promoting public health. The student will undertake 130 hours of work over 16 weeks, including project planning, implementation, and evaluation, in an approved healthcare or community program setting.

Arts in Public Health Professional Seminar: This course will help students prepare for professional-level practice in using arts strategies for promoting public health. The seminar will orient students to the professional competencies, trends in practice, and ethical frameworks that are part of the practical professional toolkit of arts and public health practitioners, as well as core issues, trends, and critical debates that have emerged at the intersection of the arts – particularly theatre and public art – and public

health.

Arts Administration: This course will introduce students to the practical skills required for the successful management of arts organizations. Areas covered will include budgeting, marketing/publicity, fundraising, audience development, contracts, board governance, and issues associated with the founding of a nonprofit organization.

Vocal Pedagogy: This course provides a foundation for the development of teaching techniques to achieve healthy singing skills. The content of the course includes an historical overview of vocal pedagogy, a survey of anatomy/physiology and current developments in voice science.

Introduction to the US Healthcare System: Definitions and distribution of health and illness, historical context for development of the US health care system, current organization of the health care system, ability of the system to meet population needs, policy environment that influences access to care, and trends that could impact the system in the future.

Teaching Art to Special Populations: This course explores theory and practice, including content knowledge, applications, and inclusive designs for teaching art to people with exceptionalities. This includes current legal, educational, and therapeutic issues, and the examination of artistic, emotional, and physical development as they relate to teaching art to special populations in various institutional or community settings.

Measuring and Analyzing Health Outcomes: This course is offered through the Department of Health Outcomes & Policy in the College of Medicine and covers cross-cultural translation, data-analysis issues, and outcome measures for special populations.

- E. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

N/A.

- F. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

In March of 2013, we reviewed the certificate program with the National Association of Schools of Art and Design (NASAD), and they confirmed that the program does not fit within their area of concern. There are no other specialized accreditation agencies under whose purview this program would fall at this time. Currently, the National Arts in Healthcare Certification Commission is developing certification criteria and a national exam for individuals, but no work is yet taking place at the national level for accreditation of academic or training programs. When this occurs, we will seek accreditation and are confident that we will meet whatever guidelines are developed.

- G. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

N/A.

- H. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in

Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed MA in Arts in Medicine will be a distance learning program. Since there are no other online graduate programs in arts in medicine, we do not anticipate being able to deliver any course content through collaboration. However, we have begun dialogues with Columbia College, FSU, and the University of Tampa about possible future collaborations of this nature. These discussions have identified immediate potential for placing students in practicum sites in the respective regions.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**
- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The Center for Arts in Medicine currently has three faculty members who teach in the Graduate Certificate in Arts in Medicine program and will teach in the MA program. Jenny Lee is supported by grant and certificate revenues, Jill Sonke is supported by funding from Shands Hospital and the College of Fine Arts. Amy Bucciarelli is supported by funding provided by the College of Medicine. These funding sources will remain constant, and increased teaching loads will be supported by program revenues. In year two of the program, we plan to hire one additional faculty member, again supported by program revenues. Additionally, two faculty members from the College of Fine Arts (Schools of Music and Art & Art History) will teach elective courses, with time supported by program revenues.

- C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**
- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The faculty members of the College of Fine Art are highly productive in teaching, research and service. The record of 67 tenured faculty members from a total of 81 tenure-track members speaks to their productivity. In addition, the programs in Art + Art History, Music, Theatre, and Dance each have professional accreditation and have maintained continuous professional accreditation since it was first awarded. Center for Arts in Medicine faculty have garnered significant external grant funding (see above), contributed significantly to the major texts and publications in the field, and serve as primary consultants to major organizations starting arts in medicine programs nationally and internationally.

X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in**

this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

The Libraries of the University of Florida form the largest information resource system in the state of Florida. The libraries hold over 5,800,000 print volumes, 8,100,000 microfilms, 630,000 e-books, 108,797 full-text electronic journals, 874 electronic databases, 1,300,000 documents and 766,000 maps and images.

Due to the interdisciplinary nature of Arts in Medicine, several UF Library collections (and associated staff) directly support undergraduate and graduate certificate programs and researchers in this discipline. These collections will support the proposed degree program as well: the Health Sciences Center Library, the Architecture & Fine Arts Library (visual arts and music) and Library West (theatre and dance).

Access to relevant databases with online full-text included or linked journal content includes (but not limited to) *PubMed*, *International Index to the Performing Arts (IIPA)*, *International Index to Music Periodicals (IIMP)* and *Art Full Text*. This is by no means a comprehensive list. The UF libraries expend over \$5 Million yearly on electronic resources.

Online access to the following core Arts in Medicine periodical titles are available either as direct subscriptions or through aggregated journal database package subscriptions: *International Journal of the Creative Arts in Interdisciplinary Practice*, *Creativity Research Journal*, and *Journal of Creative Behavior*.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

Library holdings currently lack subscriptions to only two core journals identified by Arts in Medicine faculty as essential to the program:

1. *Arts & Health: An International Journal for Research, Policy, and Practice*
2. *Journal of Applied Arts & Health*

Cost associated with acquiring online subscriptions to both journals is estimated at \$500.00/year.


Signature of Library Director


Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

As this is a fully online program, the only campus space that is necessary is faculty offices that exist currently.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

N/A.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No special equipment will be required. Technical support for faculty teaching online courses is provided by the ICTT and by the College of Fine Arts webmaster and IT specialist, as well as by UF central IT personnel.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

N/A

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No special resources will be needed.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

No fellowships, scholarships or graduate assistantships will be allocated initially. Since the program is online and students are not residing locally, we do not plan to offer graduate assistantships or fellowships. We do, however, plan to build a scholarship fund through private donations. We have already established a fund in the UF Foundation and have developed a list of potential donors, a naming plan for the fund, and a strategy for approaching these donors.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

As previously noted, approximately half of US healthcare organizations have arts programs. These and many other institutions would provide viable internship and practicum experiences for our students. Since this is a distance program, students collaborate with the graduate programs advisor and faculty to find suitable sites in their home community. The advisor and faculty provide criteria for site selection based on the degree program's learning objectives. They facilitate introductions by providing form letters and guide students through the initial stages of forming relationships with site administration and staff. The Center is currently communicating with potential sites in Florida and is developing a list of pre-approved sites. We anticipate completion of this list in December of 2013, and will then begin to create a list of national sites.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures will be required. All faculty involved in the program already have office space, as does the Center for Arts in Medicine's graduate programs advisor. This advisor position was established in 2012 and is expected to increase from .4 FTE to .75 in year two. This increase in FTE will be supported by program revenues.



George A. Smathers Libraries
Office of the Senior Associate Dean

535 Library West
PO Box 117000
Gainesville, FL 32611-7000
352-273-2505
352-392-7251 Fax
www.library.ufl.edu

November 26, 2013

To whom it may concern:

This letter is to affirm that I have reviewed and approve sections Xa and Xb in the Center for Arts in Medicine's proposal for a new MA in Arts in Medicine.

Sincerely,

A handwritten signature in blue ink, consisting of a series of loops and a long horizontal stroke.

Diane Bruxvoort
Senior Associate Dean of Libraries
dbruxvoort@ufl.edu
352 273-2505

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE (6 credits = full time)	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	6	3.6	7	4.2	8	4.8	10	6	10	6
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	1	0.6	2	1.2	3	1.8	5	3	5	3
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.6	1	0.6	2	1.2	5	3	5	3
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	2	1.2	2	1.2	2	1.2	3	1.8	3	1.8
Additional out-of-state residents***	2	1.2	2	1.2	3	1.8	4	2.4	4	2.4
Additional foreign residents***	0	0	1	0.6	2	1.2	3	1.8	3	1.8
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	12	7.2	15	9	20	12	30	18	30	18

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Grants (C&G) & Donor Support	Auxiliary Funds (Tuition)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	
Faculty Salaries and Benefits	0	0	0	0	44,862	57,105	\$101,967	0	0	0	25,853	133,245	\$159,098
A & P Salaries and Benefits	0	0	0	0	0	20,517	\$20,517	0	0	0	0	55,310	\$55,310
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	13,500	\$13,500	0	0	0	0	44,000	\$44,000
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	500	\$500	0	0	0	0	500	\$500
Expenses	0	0	0	0	0	12,500	\$12,500	0	0	0	0	14,000	\$14,000
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	37,471	\$37,471	0	0	0	0	88,988	\$88,988
Total Costs	\$0	\$0	\$0	\$0	\$44,862	\$141,593	\$186,455	\$0	\$0	\$0	\$25,853	\$336,043	\$361,896

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.76	2.74
A & P (FTE)	0.5	1
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$0	\$0
Annual Student FTE	7.2	18
E&G Cost per FTE	\$0	\$0

APPENDIX A

TABLE 3 (DRAFT)
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated
Example: 555-555 World exploration fund (example)	0	0
	0	0
	0	0
	0	0
	0	0
	0	0
Totals	\$0	\$0

*** If not reallocating funds, please submit a zeroed Table 3**

APPENDIX A

TABLE 4 (DRAFT)
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
D	Jennifer Lee, MA, DMT-R Therapy	Lecturer		Fall 2014	9	0.75	0.75	0.56	12	1.00	0.75	0.75
A	Jill Sonke, MA Medicine/Dance/Human	Dir./ Asst In		Fall 2014	9	0.75	0.50	0.38	12	1.00	0.75	0.75
C	New Hire, MFA or MA Arts in Medicine	Lecturer		Spring 2015	9	0.75	0.75	0.56	12	1.00	0.75	0.75
D	Amy Bucciarelli, MS ATR-BC Arts in Medicine/ Art Therapy	Lecturer		Fall 2014	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Branda Smith Vocal Music	Assoc Professor		Spring 2015	9	0.75	0.10	0.08	9	0.75	0.20	0.15
A	Michelle Tillander Art Education	Asst Professor		Summer 2015	9	0.75	0.00	0.00	9	0.75	0.20	0.15
Total Person-Years (PY)								1.76				2.74

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.45	1.80
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.75	0.75
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.75	0.25
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1 1.95	Year 5 2.80

BRENDA SMITH

CURRICULUM VITAE

5807 NW 54th Way
Gainesville, FL 32653-3267
Home: (352) 374-4855
Office: (352) 273-3174
FAX: (352) 374-1894
gesang@ufl.edu
bsmith@arts.ufl.edu

EDUCATION

- 1993 **Doctor of Musical Arts**
Vocal Pedagogy and Performance
University of Maryland, College Park, MD
Dissertation: *The Performing Teacher: The Role of Applied Music in Liberal Arts Education*. 1993, University Microfilm, Inc. Ann Arbor, MI
private study with Professor Louise McClelland Urban
- 1980 **Master of Music**
Voice Performance
Westminster Choir College, Princeton, NJ
earned with distinction
private study with Professors Daniel Pratt and Martin Katz
- 1973 - 77 **Study in Voice, Choral Conducting, Piano, Organ, Musicology**
Hochschule für darstellende Kunst - Hamburg, Germany
Westfälische Landeskirchenmusikschule - Herford, Germany
private study with Drs. Wilhelm Ehmman and Frauke Haasemann
- 1973 **Bachelor of Music**
Voice Performance
University of Evansville, Evansville, IN

TEACHING EXPERIENCE

- 2001 - **Associate Professor of Music (Voice)**
Studio Voice, Singer's Diction and Vocal Pedagogy
Sacred Music Faculty and Center for Arts in Medicine Faculty
School of Music/College of Fine Arts
University of Florida
- 1996 - 2001 **Associate Professor and Director of Vocal Studies**
Department of Music
Manatee Community College, Bradenton, FL
- 1993 - 96 **Assistant Professor of Music (Voice)**
Interim Voice Area Head
Department of Music
Rowan University, Glassboro, NJ
- 1990 - 96 **Lecturer in Voice Building for Choirs**
Summer Session and Saturday Seminar Series
Westminster Choir College, Princeton NJ
- 1988 - 89 **Instructor in Class Voice**
Voice Division
University of Maryland, College Park, MD
- 1985 - 98 **Director of Musical Activities**
Founder and Director: "German for Singers" Program
The German School
Middlebury College, Middlebury, VT (Summer Program)
- 1983 - 93 **Senior Artist Faculty in Voice**
Department of Music
Faculty Advisor, Freshman Seminar and Nisbet Scholar Programs
Dickinson College, Carlisle, PA
- 1980 - 83 **Lecturer in Voice**
Voice Department
Westminster Choir College, Princeton, NJ
- Related Academic Activities/University of Florida**
- 2011- **Member, Steering Committee/Common Humanities Course**
- 2010- **Team Instructor, IDS 2935/HUM 2305 "What is the Good Life?"**
- 2009- **Member, Humanities Task Force/Common Humanities Course**

2007- **Member, General Education Committee**
Faculty Senate Representative

2004 - **Preview Faculty Advisor**
College of Liberal Arts & Sciences

Current Research Activities

2011- "Sing for Life", research in singing as strategy for well-being in
Medicine Parkinson's patients and their caregivers, UF Center for Arts in

2005 - Research in Aging Voice, Oak Hammock Singers at the University of
Florida

PUBLICATIONS

"Singing for a Lifetime: Perpetuating Intergenerational Choirs",
Brenda Smith and Robert T. Sataloff, *Choral Journal: Community
Choir Focus Issue*, May 2013, Vol. 53. No. 10; 16-25.

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, 3rd ed.
(San Diego CA: Plural Publishing, 2013).

Choral Pedagogy and the Older Singer, Brenda Smith and Robert T. Sataloff,
San Diego, CA: Plural Publishing; March 2012

"Speaking and Singing in One Voice" in *The Church Music Quarterly*, Royal
College of Church Music, March 2007

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, 2nd and expanded edition,
(San Diego, CA: Plural Publishing, January 2006)

Cantare et Sonare: A Handbook of Choral Performance Practice, Brenda Smith
(Chapel Hill, NC: Hinshaw Music, Inc, 2005)

"Choral Pedagogy and Vocal Health," Brenda Smith and Robert T. Sataloff in
Journal of Singing, Vol. 59, No. 3, National Association of Teachers of
Singing, January/February 2003.

"Choral Pedagogy," Brenda Smith in *Professional Voice*, 3rd Edition, (San Diego, CA:
Singular Publishing Group, 2003).

"Lifelong Singing: The Child's Voice," Brenda Smith in *Special Interest Division
Newsletter for Voice and Voice Disorders*, American Speech and Hearing

Association; March 1, 2002

Managing Vocal Health, Chris Sapienza, Bari Hoffman, Brenda Smith and Margaret Baroody, ed. Robert Caldwell (Redmond WA: Caldwell Publishing Co., September 2001)

Choral Pedagogy, Brenda Smith and Robert T. Sataloff, (San Diego CA: Singular Publishing Group, Inc., June 1, 1999)

"Choral Pedagogy," Brenda Smith and Robert T. Sataloff, *Vocal Health and Pedagogy*, (San Diego: CA Singular Publishing Group, Inc, 1998.)
Also in, *Professional Voice: The Science and Art of Clinical Care*, Second Edition. (San Diego CA: Singular Publishing Group, Inc., 1997)

"Voice Building for Choirs", Brenda Smith, *The American Organist*, Spring 1996

"Performance Practice of the *cantus firmus* 'O Lamm Gottes' in Bach's *St. Matthew Passion*," Wilhelm Ehmann, trans. B. Smith; "Bach Jubilee Edition," *The Choral Journal*, Summer 1985.

Voice Building for Choirs, by Wilhelm Ehmann and Frauke Haasemann, trans. B. Smith, (Chapel Hill, NC: Hinshaw Music, Inc., 1980)

CLINICS/WORKSHOPS: *Vocal Health, Choral Pedagogy and Aging*

2011-2012

Eastern Division, American Choral Directors Association, Providence, RI
First Congregational Church, Sarasota, FL
Sacred Music Workshop, University of Florida
Summer Music Institute, Central Connecticut State University
Voice Foundation, Philadelphia, PA

2010-2011

American Choral Directors Association, National Conference, Chicago, IL
International Heinrich Schütz Festival, Kassel, Germany
International Symposium on the Care of the Professional Voice, Philadelphia,

PA

Masterworks Chorale, Fort Myers, FL
Society for the Arts in Healthcare, Minneapolis, MN

2009-2010

National Association of Teachers of Singing, Salt Lake City, UT
Church Music Conference, Furman University, Greenville, SC
Pro Arte Chorale, Panama City, FL

American Guild of Organists, Fort Myers, FL; Harrisburg, PA, Sarasota FL
Project on the Aging Voice, Oak Hammock/University of Florida
Sigma Alpha Iota National Convention, Chicago, IL
Summer Music Institute, Central Connecticut State University
Choral Pedagogy Workshop, University of Florida

2008-2009

American Choral Directors Association, Oklahoma City, OK
Florida American Choral Directors Association, Lake Mary, FL
International Heinrich Schütz Society Conference, The Hague, Holland
Pro Arte Chorale, Panama City, FL
International Society of Music Educators, Bologna, Italy
Sacred Music Workshop, University of Florida
Choral Pedagogy Workshop, University of Florida
Oak Hammock Singers, Gainesville, FL

2007-2008

McIver Memorial Vocal Pedagogy Lecture, UNC-Greensboro, NC
Seminole County In-Service, Lake Mary, FL
Summer Music Institute, Central Connecticut State University
American Choral Directors Association, Louisville, KY
Oak Hammock Singers, Gainesville, FL

2006-2007

Sigma Alpha Iota National Convention, Orlando, FL
Virginia Music Educators/American Choral Directors Conference
Vermont Music Educators Conference, Randolph, VT
American Orff-Schulwerk Association, Birmingham, AL
Arts for a Complete Education, Leadership Conference, Orlando, FL
Florida Bandmasters Association, Orlando, FL
Oak Hammock Singers, Gainesville, FL

Selected Activities/1991-2006

American Choral Directors Association, Eastern and Northwestern Divisions
Oak Hammock Singers, Gainesville, FL
American Orff-Schulwerk Association, Louisville, KY
Gainesville Children's Choir Festival
Gainesville Youth Chorus
Gainesville Civic Chorus, Guest Conductor
Hochschule für Kirchenmusik in Westfalen, Herford, Germany
Dortmunder Kantorei, Dortmund, Germany
Lutherkirchenchor, Dortmund-Hörde, Germany
All-Clay County Honors Festival, Orange Park, FL
Women's Glee Club, Florida State University, Tallahassee, FL
Honors Chorale, Choral Festival, Stetson University, DeLand, FL
The Cathedral Singers, Epiphany Cathedral, Venice, FL

Tampa Bay Children's Chorus, Tampa, FL
 International Symposia: "The Care of the Professional Voice"
 Florida State American Choral Directors Association Workshop
 The Desoff Choirs, New York, NY
 Mendelssohn Club of Philadelphia. Philadelphia, PA
 Choirs of the National Cathedral, Washington, D.C.
 University of Miami, Coral Gables, FL
 Montview Conservatory of Music, Denver, CO
 Mt. Olive Professional Development Conference, Flanders, NJ
 New Jersey Music Educators Association
 Parish Community Choir, St. Ignatius Loyola, New York City, NY
 Central City Chorus, New York City, NY
 Ursinus College, Collegeville, PA
 University of Florida Choirs, Gainesville, FL
 Florida Vocal Association, Pre-School Convention, Orlando, FL
 St. Matthew's Lutheran Church, Fort Worth, TX
 Old Dominion University, Norfolk, VA
 Virginia Choral Society, Opus 2, Portsmouth, VA
 St. Lawrence University, Canton, NY
 Crane Chorus, Crane School of Music, Potsdam, NY
 Westminster Choir College, Princeton, NJ
 New Jersey American Guild of Organists
 Montgomery Community Chorus, Blue Bell, PA
 Bethlehem Bach Choir, Bethlehem, PA
 Princeton High School Choir, European Tour

PROFESSIONAL ACTIVITIES

2011-	Editorial Board, <i>The Journal of Voice</i> , The Voice Foundation
2011 -	Consulting Editor for Singing Voice Issues, Plural Publishing Co.
2009 -	Music Education Outreach Grant Director, Sigma Alpha Iota
2001-2009	Province Officer, Lambda B Province, College and Alumnae Chapters North Florida Region, Sigma Alpha Iota, National Music Fraternity
2001 -2005	Chair, Repertoire and Standards, Youth and Student Activities, Florida Chapter, American Choral Directors Association
1999 -2001	Chair, Repertoire and Standards, Two-Year College Choirs, Southern Division, American Choral Directors Association
1994 - 99	Chair, Repertoire and Standards, Two-Year College Choirs, Florida American Choral Directors Association

PROFESSIONAL MEMBERSHIPS

American Association of University Women
American Choral Directors Association
Chorus America
Florida Vocal Association/Music Educators National Conference
International Heinrich Schütz Society
National Association of Teachers of Singing
Sigma Alpha Iota
Society for the Arts in Healthcare
The Voice Foundation

HONORS AND AWARDS

University Scholar Mentor, University of Florida
Anderson Scholar Mentor, University of Florida (3x)
Who's Who Among America's Teachers, 2002, 2005
The Van Lawrence Award, 2000
Faculty Prize, Phi Theta Kappa, Manatee Community College
"Most Inspirational Teacher," Wheel and Chain Society of Dickinson College
Pi Kappa Lambda, National Music Honor Society
Mortar Board
Outstanding Young Women of America 1974

LANGUAGES

German, French, Italian, Dutch, Latin

AMY BUCCIARELLI, MS ATR-BC

Curriculum Vitae

2000 SW 16th St. Apt 4, Gainesville, FL 32608 • (352) 339-3695
abucciarelli@ufl.edu

SUMMARY OF SKILLS

• Application and research of art therapy assessments • Use of mandalas with patient-care and practitioner self-care • Art therapy in medical settings, addictions & eating disorders, psychiatric care, and behavioral health • Art therapy with children and teenagers • Pediatric palliative care • Art therapy and Technology • Art therapy and Hand Papermaking • Mental health counseling • Spirituality and mental health • Leadership training • Administration of non-profit programs/ management of volunteers and para-professionals • Grant writing and non-profit fundraising • Visual design

PROFESSIONAL BACKGROUND

EDUCATION/ CREDENTIALS

Degrees:

Masters of Science, Florida State University 2007, Art Therapy
Bachelors of Art, Stetson University 2003, Religious Studies with specialization in Ethics,
Minors: Art & Information Technology

Other Credentials:

Board Certified Art Therapist, ATR-BC
Licensed Mental Health Counselor, LMHC

Academic Achievements:

Faculty and Lecturer, University of Florida Innovation Academy
Faculty and Lecturer, Center for Arts in Medicine at the University of Florida
Council of Florida Graduate Deans Outstanding Graduate Student in Research
Claudia Baker Steele Fellowship - Awarded to graduate student in social service studies.
FSU Department of Art Education Assistantship - Awarded for excellent scholastic work and organizational abilities.
Graduated with Honors - Magna Cum Laude

Academic Affiliations:

Phi Kappa Phi – Graduate honors society
Theta Alpha Kappa – Religious Studies honor society

MASTERS THESIS

A Normative Study of the PPAT Assessment on a Sample of College Students

EXPERIENCE:

2012-current	Expressive Therapies Coordinator/Art Therapist – Shands Hospital Lecturer for the Center for Arts in Medicine – University of Florida Lecturer for the Innovation Academy – University of Florida	Gainesville, FL
2010-2012	Assistant Director of Streetlight Palliative Care Program - University of Florida	Gainesville, FL
2008-2010	Art Therapist – Snowden of Fredericksburg Behavioral Health, Mediacorp	Fredericksburg, VA
2007-2008	Dual Diagnosis Addictions Counselor – Stewart-Marchman Center	Daytona Beach, FL

PEER-REVIEWED PUBLICATIONS:

"Do you Believe in Magic? The (Re)enchantment of an art museum program for at-risk teen girls", co-author with Bonnie Bernau – Art and Design for Social Justice Symposium - in press
"Arts Therapies: Approaches, goals, and integration in arts in health programmes", Oxford Textbook of Creative Arts, Health and Wellbeing: International Perspectives on Practice, Policy and Research, in press
"A Recipe for Healing," Contributing Author with Amy Richard, Hand Papermaking, 28(1), Summer 2013
"A normative study of the person picking an apple from a tree (PPAT) assessment", Art therapy: Journal of the American Art Therapy Association, 8(1), 31-36, 2011

PRESENTATIONS:

"Papermaking: A dynamic tool for creative arts therapists" – International Expressive Therapies Summit 2013
"Comparing Apples: What we can learn from the PPAT Assessment" – American Academy of Adolescent and Child Psychiatry Annual Meeting, 2013
"Art therapy Self-care for Physicians" – University of Florida Pediatric Conference, 2013
"Art Therapy in Arts in Medicine" – Center for Arts in Medicine Summer Intensive Faculty, Gainesville 2013

PROFESSIONAL BACKGROUND CONTINUED

“Art and Healing: Therapeutic Benefits of the Creative Arts and Papermaking” – Peace Paper Project
Gainesville 2012

“Seeing Circles: Mandalas in the Classroom” Workshop, Gainesville, FL 2012, Creative Expressions Learning Center

“Expressive Therapies in Palliative Care”, Gainesville, FL 2012, Shands Pediatric Palliative Care Committee
Presenter at the American Art Therapy Association National Conference 2007, 2008, 2011

“Streetlight: Palliative care for adolescents”, Gainesville, FL, 2010, Pediatric Grand Grounds

“Communicating Through Mandalas: Exploring Traditional and Online Media with Fellow Therapists”,
Washington, DC, 2011, American Art Therapy Association Conference

“Research Roundtable: Normative Study of the PPAT Assessment”, Cleveland, OH, 2008, American Art Therapy Association Conference

“The PPAT Assessment: A normative study on a sample of college students”, Albuquerque New Mexico, 2007,
American Art Therapy Association Conference

“Doing time and drawing home: The emergence of house drawings in inmate artwork.” Tallahassee, FL,
2006, Art & Design for Social Justice Symposium

ACADEMIC/ TEACHING EXPERIENCE:

Arts in Medicine Graduate Professional Seminar – Instructor, University of Florida, Center for Arts in Medicine

Arts in Medicine Graduate Practicum – Instructor, University of Florida, Center for Arts in Medicine

Dynamic Creativity and Strategic Innovation – Instructor and co-developer, University of Florida, Innovation Academy

Creativity In Action Practicum – Instructor & co-developer, University of Florida, Innovation Academy

Human Development and the Arts – Co-instructor, University of Florida, Center for Arts in Medicine

Introduction to Arts in Medicine – Co-instructor, University of Florida, Center for Arts in Medicine

GRANTS AWARDED:

University of Florida Medical Guild Grant to fund “Healing through Hand Papermaking Project” for \$1,000

Satchel’s Community Grant to host the Peace Paper Project Gainesville for \$500

Hurlbert Foundation Grant to Streetlight for \$100,000.

Fraternal Order of the Eagles Grant to Streetlight for \$5,000.

Pepsi Refresh Project Finalist for Streetlight - eligible for \$15,000 dependent on community votes.

SPECIAL COMMUNITY ARTS PROJECTS:

LiveStrong Creative for Health, Paper-morphosis – hand papermaking workshop

PACE Center for Girls and Harn Museum Partnership – integrating museum studies into art therapy groups with at-risk teenage females

Children’s Mental Health Awareness Day at UF&Shands, and Gainesville Community

Peace Paper Project – Gainesville facilitator for international project that utilizes paper-making to process trauma and facilitate the healing process through the creative arts

Pledge 5 Art Supply Drive – coordinator and liaison partnering with local non-profit to engage Gainesville community in art supply drive

SPECIAL TRAININGS:

Practical Aspects of Palliative Care (PAPC) Training – Harvard University, 2013

Motivational Interviewing – Lisa Merlo Greene, PhD, University of Florida College of Medicine, 2012

Arts in Healthcare Intensive – Center for the Arts in Medicine, University of Florida, 2012

Pediatric Medical Art Therapy – Linda Chapman, MA ATR-BC & UCSF Children’s Hospital 2010

Medical Art Therapy - Tracy Councill, MA, ATR-BC, Eastern Virginia Medical School, 2010

Mastering the Meaning of Mandalas Levels I & II– Carol Thayer Cox, ATR-BC, REAT, LPAT Alysa M. Muller, PsyD, George Washington University, 2009 & 2013

Learning and the Brain - Conference using brain research on creativity and the arts to improve learning, 2009

Intensive Trauma Training – Linda Gantt, PhD, ATR-BC, Florida State University, 2008

PROFESSIONAL AFFILIATIONS:

Arts Therapies Meet-Up Gainesville – Coordinator for the initiative through Florida Art Therapy Association

Palliative Care Journal Club – Sponsored by Hospice of Gainesville, includes Gainesville practitioners

Pediatric Palliative Care Treatment Team – Shands Hospital

Society for the Arts in Healthcare – Professional Member

American Art Therapy Association – Professional Member

Florida Art Therapy Association - Professional Member, Board Member

PROFESSIONAL BACKGROUND CONTINUED**WEBSITES**

<http://artsinmedicine.ufandshands.org/about/whos-who/amy-bucciarelli/>
<http://www.arts.ufl.edu/cam/contact.aspx>

Curriculum Vitae

JENNY BAXLEY LEE, MA, BC-DMT

PO Box 115900, Gainesville, FL 32611-5900

jlee@arts.ufl.edu

Professional Positions and Academic Appointments

Lecturer, HUM2305 What is the Good Life? College of Fine Arts, University of Florida	Gainesville, FL 2012-13
Lecturer <i>Center for Arts in Medicine, University of Florida</i>	Gainesville, FL 2011-13
Board Certified Dance/Movement Therapist Integrative Medicine/Arts in Medicine, UF Health	Gainesville, FL 2011-13
Performance Coordinator, What is the Good Life? School of Theatre and Dance, UF	Gainesville, FL 2013-14
Research Coordinator Center for Arts in Medicine, University of Florida	Gainesville, FL 2011
Guest Lecturer, Applied Dance Speech, Theatre and Dance, University of Tampa	Tampa, FL 2010-12
Guest Lecturer, Arts in Medicine University of Rwanda, Butare	Butare, Rwanda 2011
Director of Arts Services and Dance Therapist Creative Clay Cultural Arts Center	St. Petersburg, FL 2006-11
Dance/Movement Therapist and Child Life Therapist Hematology and Oncology, All Children's Hospital	St. Petersburg, FL 2002-05

Professional License

BC-DMT, Board Certified Dance/Movement Therapist

Education

<i>Master of Arts – Dance Movement Therapy, Minor - Counseling Psychology Drama Therapy Alternate Route Training Antioch New England Graduate School</i>	Keene, NH 2002
<i>Bachelor of Arts – Human Development/Family Studies, Minor – Spanish Concentration - Dance & Theater</i>	

Samford University

Birmingham, AL 1999

Coursework

Undergraduate

Introduction to the Arts in Healthcare, UF, 2012-13

What is the Good Life, UF, 2012-13

The Arts and Human Development, UF, 2012

Arts for Health, Peace and Community Engagement in Northern Ireland, UF Summer A Study Abroad, May-June 2012; May-June 2013; July-August 2014 (pending)

Graduate

Creativity and Health: Foundations of the Arts in Medicine, 2012-13

Arts in Medicine Practice, 2012-13

Arts in Medicine Practicum, 2013

Arts in Medicine Professional Seminar, 2013

Academic and Professional Service

College of Fine Arts Research Committee, 2012-13

Committee Member, Conference Planning, Global Alliance for Arts and Health, 2013-14

Mentor, University Scholars Award, Dance and Developmental Disabilities; Dance and Medical Populations, 2013

Mentor, University Scholars Award, Dance and Juvenile Justice, 2012

Trainer, International Society for the Arts in Healthcare and Johnson & Johnson Network Training Program, 2011

Panelist, Davis Projects for Peace Awards, 2011-12

Panelist, University of Florida International Center Scholarship Awards, 2011-12

Facilitator, Spirituality and the Arts in Healthcare Special Interest Group, Society for the Arts in Healthcare, 2008-2011

Committee Member, Ethics Task Force, Society for the Arts in Healthcare, 2009-10

Committee Member, Conference Planning, Society for the Arts in Healthcare, 2010-12

Special Interest Group Leader: Spirituality and the Arts in Health, Society for the Arts in Healthcare, 2007-2011

Bring It Forward Session Leader, International Society for the Arts in Healthcare, Minneapolis, MN, May 2010; San Francisco, CA, May 2011.

Grants and Fellowships

Autism Services Grant Council 2013, State of Florida, Dance to Connect Study, \$2,500

State of Florida Division of Cultural Affairs (FL DCA) Arts in Education 2007, \$10,000, Days of Dance and Drama

FL DCA Cultural Support 2007, \$10,000, Folkfest St. Pete

FL DCA Cultural Support 2008, \$25,000, Folkfest St. Pete

FL DCA Arts in Education, 2008, \$10,00, Days of Dance, Drama and Drumming

FL DCA Culture Builds Florida, 2008, \$25,000, Artlink 2009

Community Foundation Tampa Bay 2007, \$5,000, Smart Art program

Bank Atlantic Foundation, \$2,000, Folkfest St. Pete

FL DCA Economic Stimulus, 2009, \$25,000

FL DCA Culture Builds Florida, 2009, \$25,000, Artlink Health 2010

FL DCA Culture Builds Florida, 2010, \$22,000, Folkfest St. Pete

Community Foundation Tampa Bay, 2009, \$2,500, Summer Arts Camp

Co-author, Allegany Franciscan Ministries Multi-year Funding, 2008, \$400,000, Creative Care Arts in Healthcare program

Suncoast Hospice, 2010, \$3,000 for Palliative Arts Program Planning

Local Funding Partners/Sponsors, 2010, \$5,000 for Folkfest St. Pete

Local Funding Partners/Sponsors, 2011, \$10,000 for Folkfest St. Pete

FL DCA Culture Builds Florida, 2011, \$25,000 for Creative Care

NEA/SAH ArtsHealth Consultancy, 2011, \$20,000 for Creative Care

NEA Art Works, 2011, \$40,000 for Creative Care

Publications

Invited Chapter: Under Peer Review, "Arts for Health in Community Settings: Promising practices for using the arts to enhance wellness, access to healthcare, and health literacy", Oxford Textbooks for Public Health, London

Research

Online Mindfulness-Based Stress Reduction for Improved Empathy and Skilled Communication for the Integrated Health Team, Integrative Medicine at UF Health, 2013-14.

Theatre for Comprehensive Sex Education in Rural Florida, 2011-14.

Organizational Collaboration in Sixteen Rural Communities in Florida, A Longitudinal Study. 2011-14.

Dance Therapy, Children with Autism Spectrum Disorder (ASD), and their Caregivers. 2012-13.

Dance for Life: A Dance Program for Adults with Parkinson's Disease and their Caregivers. 2012-13.

Presentations

Dancing with Care: What Healthcare Professionals Want Us to Know about Keeping Participants Safe, American Dance Therapy Association, Brooklyn, NY, October 24-27, 2013.

Moving into Community Partnership, American Dance Therapy Association, Brooklyn, NY, October 24-27, 2013.

Culture, Health and Well-being Conference Exhibitor, Bristol, England, UK, June 4-6, 2013.

Arts in Healthcare in Rural Communities, UF Prairie Project Faculty Fellows workshop, May 7, 2013.

"Authentic Movement", Across the Threshold: Creativity, Being & Healing Conference, Duke University Dance Department, March 1-2, 2013.

Arts in Healthcare for Rural Communities Training, Franklin County, FL, February 6-8. 2013.

"Connecting Through the Arts: A Developmental Perspective", Shands Pediatrics Grand

Rounds, November 8, 2012.

Dance Across the Lifespan, American Dance Therapy Association, Santa Fe, NM, October 20, 2012.

Arts in Medicine Summer Intensive, The Arts in Medicine Programs at UF, July 9-22 2012.

Arts for Healthcare in Rural Communities, International Arts and Health Conference, Belfast, Northern Ireland, May 2012.

Dance for Life: Dance for people living with Parkinson's Disease and their Caregivers, International Arts and Health Conference, Belfast, Northern Ireland, May 2012.

The Arts and Human Development, International Society for the Arts in Healthcare Preconference Artist Forum Moderator, Detroit, MI, May, 2012.

"The Arts and Human Development", Introduction to Arts in Healthcare, UF, March 2012.

Arts in Healthcare Artist Training, Saint Petersburg, FL, February, 2012.

Arts in Healthcare for Rural Communities Training, Franklin County, FL, February 2012.

"Authentic Movement", Three-Day Intensive, Gainesville Retreat Center, Gainesville, FL, December 2011.

Arts in Healthcare for Rural Communities Training Program, Immokalee, FL, December 7, 2011

Immokalee Arts & Health Initiative Community Reception, Immokalee, FL, December 6, 2011

"Dancing with the Uninvited Guest", National Dance Educators Organization Conference, Minneapolis, MN, October 2011.

"The Art of Moving Memoir", International American Dance Therapy Association Conference, Minneapolis, MN, October 2011.

"Careers in the Arts in Healthcare", UF Arts in Healthcare Summer Intensive, July 2011.

"Self Care for Compassion Fatigue Prevention", UF Arts in Healthcare Summer Intensive, July 2011.

"Arts in Healthcare in Rwanda", Children's Participatory Presentation, Imagine School, Summer Arts Camp, June 2011.

"Artist Forum: Professional Artist in Residence Training", Full Day Preconference Intensive, International SAH Conference, San Francisco, CA, May 2011.

"Arts in Healthcare", Medical School at the National University, Butare, Rwanda, May 2011.

- “Creative Care: Demonstrating the Value of the Arts in Healthcare”, Annual Director’s Meeting, St. Anthony’s Hospital, St. Petersburg, FL, May 2011.
- “Careers in the Arts in Healthcare”, Hillsborough Community College, Tampa, FL, Guest Lecturer, April 2011.
- “Creative Care: Demonstrating the Value of the Arts in Healthcare”, Medical Grand Rounds, All Children’s Hospital, St. Petersburg, FL, March 2011.
- “Careers in the Arts in Healthcare”, University of Tampa Applied Dance program, Tampa, FL, Guest Lecturer, February 2011.
- “Survey of Dance/Movement Therapy”, University of Tampa Applied Dance program, Tampa, FL, Guest Lecturer, October 2010.
- “Creative Care: The First Year in the Life of an Arts in Healthcare Program”, International SAH Conference, Minneapolis, MN, May 2010.
- “Dancing Toward Arts’ Access” Florida Parks and Recreation Conference, Orlando, FL, Keynote, August 2010.
- “The Dance of Parenting” International American Dance Therapy Association Conference, Portland, OR, October 2009.
- “Using Mindfulness and Meditation in the Arts in Healthcare”, All Children’s Hospital, March, 2009.
- “Making the Arts Accessible” Therapeutic Recreation Conference, Bayfront Medical Center, January 2009.
- “Making the Arts Accessible for All” Expressive Arts Symposium for St. Pete College, Leepa Rattner Museum of Art’s Education and Conference Center at St. Pete College, April 2008.

Professional Affiliations

Member, *American Dance Therapy Association*, 2002 – present

Member, *National Association for Drama Therapy*, 2002 – 2005

Member and Consultant, *Global Alliance for Arts and Health*, formerly the *Society for the Arts in Healthcare*, 2002 – present

Curriculum Vita

Jill Sonke
PO Box 115900
Gainesville, FL 32611
jsonke@ufl.edu

Professional Positions and Academic Appointments

Director, Center for the Arts in Medicine University of Florida College of Fine Arts	1999-present
Assistant Director Artist in Residence Shands Arts in Medicine	2009-present
Affiliated Faculty (Assistant In African Studies) Center for African Studies University of Florida	2009-present
Assistant In (faculty) Dance and Arts in Medicine School of Theatre and Dance University of Florida	1994-present
Assistant Professor of Dance Arts in Medicine Coordinator Santa Fe College	1995-2001
Soloist and Regisseur Lori Belilove & Company	1988-1991
Owner and Designer Jill Sonke Flowers	1986-1991

Honors and Awards

University Scholars Award (mentor), Dance and Autism Research, 2012-13

University Scholars Award (mentor), Dance and Lymphedema Research, 2012-13

The Editor's Choice, 2012 (article, *The State of the Arts in Healthcare in the United States*, selected as Editor's Choice by Routledge/Taylor & Francis)

Distinguished Fellow, Society for the Arts in Healthcare, 2012

University Scholars Award (mentor), 2010-11

Nominated for Teacher of the Year, 2009

Most Outstanding Service Learning Faculty Award, University of Florida, 2008

Center for Worlds Arts Fellow, University of Florida, 2008

Internationalizing the Curriculum Award, University of Florida, 2006

Robert Wood Johnson Medical Scholars Program Visiting Lecturer, University of Michigan, 2004

National Institute for Staff and Organizational Development Excellence in Teaching Award, 2001

Florida Individual Artist Fellowship Award, 1998-99

New Forms Florida Fellowship Award, Andy Warhol Foundation, 1996-97

Education

University of Illinois, Master of Arts in Human Services, 2009

Union Institute & University, Bachelor of Arts in Interdisciplinary Liberal Arts / Arts in Healthcare, 2005

Florida State University, non-degree, Modern Dance, 1984-86

Interlochen Arts Academy, High School Diploma, Modern Dance Major, 1984

Professional Service

Founding Board Member, Arts for Health Florida, 2013 – present

Board Member, Uganda Art Consortium, 2013 - present

Founding Board Member, Arts in Healthcare Certification Commission, 2012-present

Trainer, International Society for the Arts in Healthcare and Johnson & Johnson Network Training Program, 2011

University of Florida College of Public Health and Health Professions HealthStreet Art Contest Judge, October 2011

State of Florida Division of Cultural Affairs Dance Grants Panelist, 2011

Chair, Membership Committee, Society for the Arts in Healthcare, 2011-present

National Military Summit on the Arts and Healing for Wounded Warriors Planning Committee, 2011

Development Committee, Society for the Arts in Healthcare, 2010-11

Competency Task Force, Society for the Arts in Healthcare, 2010-present

Journal Article Reviewer, Music and Arts in Action, 2010

Journal Article Reviewer, UNESCO, 2009

Chair, Executive Committee, Society for the Arts in Healthcare, 2009-2011

President, Society for the Arts in Healthcare, 2009-11

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants, Multidisciplinary Panel, 2010

Panelist, University Scholars Program, University of Florida, 2010

Panelist, Davis Projects for Peace Awards, 2010

Panelist, Johnson & Johnson Foundation Arts in Healthcare Grant Award Program, 2009

Research Director, UF College of Fine Arts Office for Transdisciplinary Research and Innovation, 2007-2009

Vice President, Society for the Arts in Healthcare, 2006-2009

Executive Committee, Society for the Arts in Healthcare, 2006-2009

Conference Chair, 2009 Society for the Arts in Healthcare International Conference, Philadelphia, PA

Conference Chair, 2008 Society for the Arts in Healthcare International Conference, Buffalo, New York

Society for the Arts in Healthcare Journal Advisory Committee, Arts and Health: International Journal for Research, Policy and Practice, Routledge, Taylor & Francis Group, 2008

Policies and Procedures Committee, Society for the Arts in Healthcare, 2007

Panelist, Association of Performing Arts Presenters / MetLife Accessibility Awards, 2006 and 2007

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants, Dance Panel, 2008

Panelist, State of Florida Division of Cultural Affairs Cultural Programs Grants,
Interdisciplinary Panel, 2005

Shands Arts in Medicine Executive Committee, 1996-present

Arts in Education Task Force Appointment, State of Florida Division of Cultural Affairs,
2007

Chair, Professional Development Committee, Society for the Arts in Healthcare, 2006

National Endowment for the Arts Panelist Pool, 2006 – present

Academic Service

Chair, Center for African Studies Advisory Board, 2013-present

College of Fine Arts Executive Committee, 2013 – present

School of Theatre and Dance Director Search Committee, 2011-12

Center for African Studies Advisory Council, 2011-2013

College of Fine Arts Research Committee, 2011-12

Art Competition Juror, UF HealthStreet Art for Health Contest, Oct. 11, 2012

UF Center for Leadership and Service, Davis Projects for Peace Grant Panelist, February
2011

Alternative Winter Breaks Host, January 10-14, Rowan University

College of Fine Arts Research Committee, 2010-11

College of Fine Arts Research Committee, 2010-present

Digital Worlds Institute Interdisciplinary Curriculum Committee, 2010-present

UF Center for Leadership and Service, Davis Projects for Peace Grant Panelist, February
2010

Intercultural Communications Institute, primary committee member, 2009-present

College of Fine Arts Research Committee, 2009-10

National Institutes of Health (NIH) Clinical and Translational Sciences Institute (CTSI)
Community Engagement Key Function Committee (national), 2009-present

UF Clinical and Translational Sciences Institute (CTSI) Community Engagement Committee, 2009-present

UF Clinical and Translational Sciences Institute (CTSI) T1 Training Advisory Committee, 2009-present

UF Clinical and Translational Sciences Institute (CTSI) Steering and Planning Committee, 2009-present

Member, Interdisciplinary MFA Committee, College of Fine Arts, 2009-present

Member, Health Sciences International Work Group, 2009-present

Faculty Advisor, Arts in Healthcare Certificate program, 2009-present

Faculty Advisor, International Fine Arts for Healing Student Organization, 2007-present

Faculty Advisor, American Pre-Medical Student Association Student Organization, 2007-present

Faculty Advisor, Greek Outreach Against Lymphoma Student Organization, 2007-present

College of Fine Arts All-Directors Committee, 2007-present

International Travel Appeal Committee, University of Florida, 2007

Arts in Education Task Force, University of Florida, 2006-07

Creative Campus Committee, University of Florida, 2006-07

College of Fine Arts Executive Committee, 2002-2007

University Teaching

Graduate Certificate in Arts in Medicine coursework (*Creativity and Health: Foundations of the Arts in Medicine, Arts in Medicine in Practice, Arts in Medicine Practicum*), 2012 - present

Guest Lecturer, St Lawrence University, Kampala, Uganda, October 8, 2012

Guest Lecturer, Nkumba University, Kampala, Uganda, October 8, 2012

Guest Lecturer, Makerere University, Kampala, Uganda, October 5-6, 2012

Guest Lecturer, Kigali Independent University, Gisenyi, Rwanda, September 27 – October 1, 2012

Creativity and Health: The Foundations of the Arts in Medicine, UF College of Fine Arts,
Graduate Certificate in Arts in Medicine Program, 2012

The Arts and Human Development, UF College of Fine Arts, 2012

Arts for Health, Peace, and Community Engagement in Northern Ireland, UF College of Fine
Arts, Study Abroad Summer 2012

Guest Lecturer, University of Oregon,

Arts in Healthcare Practicum I, UF College of Fine Arts, 2009-present

Arts in Healthcare Practicum II, UF College of Fine Arts, 2009-present

The Arts and Health in Europe and North Africa, Study Abroad, UF College of Fine Arts,
2008

Culture, Health, and the Arts: Sub-Saharan Africa & the U.S., UF College of Fine Arts and
Center for African Studies, 2007-present

Arts in Healthcare Summer Intensive, UF College of Fine Arts / CAHRE 2002 – present

Introduction to the Arts in Healthcare, UF College of Fine Arts, 2005-present

Dance in Medicine, University of Florida School of Theatre and Dance 1996-present

Dance in Medicine Clinical Practice, UF School of Theatre and Dance 1998-present

Modern Dance Technique – Basic through Advanced levels, Santa Fe College and UF
School of Theatre and Dance, 1994-2007

Independent Studies in the Arts in Healthcare Clinical Practice, 1994-present

Fundamentals of Dance, Santa Fe College 1998-2001

World Dance, Santa Fe College 2000-2002

Keynote Addresses

Culture, Health & Wellbeing International Conference, International Panel Presentation,
Bristol, United Kingdom, June 26, 2013

University of Florida Common Reading Unveiling, University of Florida, November 19,
2012

Grantmakers in the Arts Conference, Fort Lauderdale, FL, October 14, 2012

Arts in Healthcare Seminar, Makerere University, Kampala, Uganda, October 5-6, 2012

Arts Care International Conference: Sustaining Creativity in Healthcare, Belfast,
Northern Ireland, May 17, 2012

Florida Opportunity Scholars Academy of Leadership Conference, University of
Florida, January 17, 2012

Third Annual Symposium of the Student Society for Musicology, University of Florida,
April 11, 2009

Hampshire College, Amherst, MA, October 18, 2007

Arts for Healing Gala, Chattanooga, TN, February 23, 2007

Society for the Arts in Healthcare: Performing Arts in Healthcare, April 28, 2006

International Society for the Performing Arts, New York, NY, UBUNTU: Arts & Health,
January 18, 2006

University of Michigan: Health, Arts and the Human Condition Seminar, This is your
Brain on Dance, March 10, 2004

Stetson University, Arts and Health Symposium, November 19, 2003

Conference on the Arts in Healthcare/ Caring for the Caregiver, Tokyo, Japan,
November 9, 2002

Presentations

University at Buffalo, Arts in Healthcare Summer Intensive, four presentations on arts
in medicine, July 29-August 4, 2013

Shands Nursing Leadership Seminar, Arts in Medicine, Shands Hospital, Gainesville,
FL, April 17, 2013

Arts in Healthcare Training, Tampa Bay Arts Council, Tampa, FL, April 10, 2013

Grand Rounds: *Evidence-based Practice and Research in Neuroscience and the Arts*, Tampa
General Hospital, April 10, 2013

University of Florida College of Medicine, Voyage to Health Program: *Dance and Health*,
University of Florida, April 8, 2013

Health Disparities Panel, Institute of Hispanic-Latin Studies, University of Florida,
April 3, 2013

Grand Rounds, *Evidence-based Practice in Arts in Healthcare*, St. Joseph Hospital, Tampa, FL, March 22, 2013

Arts in Healthcare Training, Tampa Bay Arts Council, Tampa, FL, March 22, 2013

University of Florida Panel Series: Humans and Neighbors, Harn Museum of Art, November 27, 2012

Guest Lecture for the Good Life Class, University of Florida, September 17, 2012

University of Florida Common Reading Address, College of Fine Arts, August 20, 2012

Arts Care International Conference, Dance for Life presentation, Belfast, Northern Ireland, May 17, 2012

Society for the Arts in Healthcare International Conference, East-Central Africa Arts & Health Forum presentation, Detroit, MI, May 1, 2012

Society for the Arts in Healthcare International Conference, Arts & Human Development Pre-conference training, April 30, 2012

Florida Opportunity Scholars First Generation Conference Panelist, University of Florida, April 2, 2012

Parkinson Research Foundation Education Cruise, Cozumel, Mexico, January 12, 2012

Immokalee Arts & Health Initiative Community Reception, Immokalee, FL, December 6, 2011

Arts in Healthcare for Rural Communities Training Program, Immokalee, FL, December 7, 2011

Arts in Healthcare Network Training, New York University, New York, NY, December 9, 2011

Arts in Healthcare Network Training, New Brunswick, New Jersey, December 8, 2011

Arts in Healthcare Network Training, Texas Children's Hospital, Houston, TX, October 27, 2011

Grand Rounds Presentation: The Value of the Arts in Healthcare, All Children's Hospital, St. Petersburg, FL, March 17, 2011

Creative Care Training Program, four presentations, St. Petersburg, FL, March 17-18, 2011

American College Dance Festival Association Southeastern, Florida State University, Art in Other Places Panel Presentation, March 5, 2011

University of Florida Back to College Weekend, Presentation on UF Mission: Service, February 19, 2011

Arts in Healthcare for Rural Communities Training Program, six presentations on related topics, February 2-4, 2011

Calhoun Liberty Hospital Arts in Medicine Program Reception, Arts in Healthcare Presentation, February 1, 2011

Gator Global Initiative, Gainesville, FL, Global Health Panel Presentation, October 23, 2010

American Medical Association, Gainesville FL, CME presentation: The Arts and Health, October 5, 2010

College of Fine Arts Research Seminar Series, Positioning the Arts in the 21st Century Research University: Securing A Place at the Transdisciplinary Table, October 1, 2010

State Offices of Rural Health Conference, Arts in Healthcare for Rural Communities presentation, Williamsburg, VA, August 5, 2010

University at Buffalo, Arts in Healthcare Summer Intensive, four lectures, August 2-11, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Arts in Healthcare for Rural Communities Paper Presentation, April 30, 2010

Society of General Internal Medicine, Poster Presentation: Digital technology use and interest in digital health interventions among persons attending public health STD clinics April 28, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Artist in Residence Training Panel, April 28, 2010

Society for the Arts in Healthcare Annual Conference, Minneapolis, MN, Arts in Healthcare Program Development Panel, April 27, 2010

Creative Clay Artist in Residence Training Program, St Petersburg, FL, Primary Lecturer, February 15-16, 2010

Arts in Healthcare for Rural Communities Training Program, Primary Lecturer, Apalachicola, FL, February 10-12, 2010

Arts in Healthcare for Rural communities Forum, Apalachicola, FL, January 28, 2010

Invited Speaker and Commentator, Arts-based Methods in Health Research Conference, University of British Columbia, November 20-22, 2009

State of Florida Rural Economic Development Board, Tallahassee, FL, AIM for the Panhandle, October 16, 2009

University of Florida History of Medicine Series, The Arts and Healing: an Historical Perspective, September 10, 2009

University of Florida Science for Life Program, Research in the Arts in Healthcare, September 1, 2009

University at Buffalo, Arts in Healthcare Summer Intensive, six lectures, August 10-21, 2009

Society for the Arts in Healthcare Annual Conference, Buffalo, NY, The Future of the Arts in Healthcare, April 23, 2009

Louisville, KY, "The Power of the Arts in 21st Century Healthcare", April 7, 2009

Gisenyi, Rwanda, Multiple Arts in Healthcare Presentations, March 2-15, 2009

Creative Clay Hospital Artist Training, Primary Trainer/Multiple Presentations, February 15-17, 2009

University of Florida, Presentation for Gator Non-Profit Professionals, February 12, 2009

Call to Artists Workshop, Apalachicola, FL, Primary Presenter, February 7, 2009

University of Florida, Presentation for Florida Alternative Breaks Program, January 28, 2009

Arts in Medicine Public Forum, Apalachicola, FL, Arts in Medicine Presentation, January 24, 2009

Dance in Medicine Symposium, Georgetown University, Washington DC, Keynote Presentation, October 31, 2008

Performing Arts Exchange Conference, Atlanta, GA, AIM Together: Performing Arts in Healthcare Presentation, September 25, 2008

University of Florida College of Design and Construction, Arts and Health in East Africa Presentation, September 10, 2008

University at Buffalo, Arts in Healthcare Summer Intensive training program, 12 lectures on the Arts in Healthcare Clinical Practice, August 4-15, 2008

Society for the Arts in Healthcare Annual Conference, AIM for Africa Presentation, April 17, 2008

University of Florida, CAHRE Akonting/Banjo Symposium, Host, March 20, 2008

University at Buffalo, three Arts in Healthcare Presentations, Feb 6-9, 2008

National Assembly of State Arts Agencies, Arts in Healthcare Presentations for the National Endowment for the Arts, December 6 & 7, 2007

University of Michigan, guest lecture in the Residential College, October 31-Nov 2, 2007

Hampshire College, Amherst, MA, Public Keynote Lecture, two class presentations, October 17-20, 2007

Center for African Studies Baraza, AIM for Africa Presentation, October 12, 2007

Western Arts Alliance Conference, Los Angeles, CA, *AIM Together* presentation, August 20, 2007

National Endowment for the Arts, Washington DC, Arts in Healthcare Presentation, June 27, 2007

Society for the Arts in Healthcare Annual Conference, Nashville, TN, AIM for Africa Presentation, April 9, 2007

Society for the Arts in Healthcare International Conference, Nashville, TN, Pre-Conference Training Session: Arts in Healthcare Toolkit, April 7, 2007

Plaines Presenters regional Meeting, Kansas City, MO, Performing Arts in Healthcare Full-day Training Program, April 2, 2007

UF College of Medicine Research Day, Poster Presentation: Effects of a performance-based dance company on self-worth in adolescents and young adults with sickle cell disease, March 20, 2007.

New Jersey Performing Arts Center, Creativity Matters Conference, AIM Together: Performing Arts in Healthcare, Nov 4, 2006

Mater Hospital, Nairobi, Kenya, Arts in Healthcare Presentation, June 8, 2006

Society for the Arts in Healthcare International Conference, Arts in Healthcare Education, April 17, 2006

Society for the Arts in Healthcare International Conference, Pre-Conference Training Session: Arts in Healthcare Toolkit, April 16, 2006

International Society for the Performing Arts, New York, NY, UBUNTU: Arts & Health, January 18, 2006

Chamber Music America, Arts and Healthcare Presentation, January 19, 2006

Interlochen Arts Academy, Arts in Healthcare Presentation, November 25, 2005

University of Florida School of Music, Dance in Medicine Presentation for Ethnomusicology students, October 11, 2005

University of Florida College of Medicine Pediatrics Grand Rounds, Art in the Shelters: Healing from Katrina, October 7, 2005

University of Florida College of Medicine, Dance in Medicine Presentation, Sept 28, 2005

University of Florida Performing Arts Board Meeting, Arts in Healthcare Presentation, Sept 26, 2005

Performing Arts Exchange Conference, AIM Together Presentation, Memphis, TN, Sept 22, 2005

Artist Training for Arts Council of Central Louisiana and American Red Cross , September 15, 2005

National Endowment for the Arts/Southern Arts Federation Accessibility Conference, Arts in Healthcare in the US Presentation, Atlanta, GA, June 2005

Congress on Research in Dance, Florida State University, Dance in Medicine Presentation, March 5, 2005

Society for the Arts in Healthcare International Conference, Dance in Medicine Presentation, Edmonton, Alberta, Canada, June 12, 2005

Cummer Museum, Jacksonville, FL, Caring for Caregivers US and Japan Presentation, January 17, 2004

Memorial Health System, Chattanooga, TN, Caring for Caregivers US and Japan Presentation, June 4, 2004

University of Michigan, Mott Children's Hospital, Hearts and Hope: The Arts and Technology in Healthcare Presentation, October 26, 2004

Interlochen Arts Academy, Arts in Healthcare Workshops, October 28, 2004

Center for Healthcare Design Conference, Houston, TX, November 4, 2004

Texas Children's Hospital, Houston, Texas, Caring for Caregivers US and Japan Presentation, November 3, 2004

Major University Presenters Directors Conference, University of Florida, Performing Arts in Healthcare Presentation, May 5, 2004

Society for the Arts in Healthcare Annual Conference, Washington, DC, Dance for Life Presentation, April 12, 2004

Society for the Arts in Healthcare Annual Conference, Washington DC, Pre-conference Training: Arts in Healthcare Toolkit, April 10, 2004

Caring for Caregivers International Conference, Tokyo, Japan, US/Japan Forum: The Role of the Arts in Care, November 10, 2003

Arts and Health Forum, Sendai Media Theaue, Sendai, Japan, The Arts and Care, November 9, 2003

Miyagi Prefectural Cancer Center, Arts and Health Presentation, November 9, 2003

Apio Aomori Conference, Aomori, Japan, Report from the US: Caring for Caregivers, November 7, 2003

Caring for Caregivers Forum, International House, Osaka, Japan, Caring for Caregivers Presentation, November 5, 2003

Pain and the Culture of Care Forum, Otenin Temple, Osaka, Japan, Caring for Caregivers Presentation, November 5, 2003

Caring for Caregivers Forum, Miyazaki Municipal Culture Hall, Miyazaki, Japan, November 2, 2003

Hatsukaichi Forum, Kure National Hospital, Kure, Japan, November 1, 2003

Society for the Arts in Healthcare Annual Conference, San Diego, CA, Hearts and Hope: The Arts and Technology in Healthcare Presentation, April 14, 1999

Society for the Arts in Healthcare Annual Conference, Gainesville, FL, Days of Renewal Presentation, April 7, 2002

American Holistic Medical Association Annual Conference, Miami, FL, June 21, 2001

National Institute for Staff and Organizational Development, Austin TX, June 4, 2001

Florida Dance Association High School Dance Festival, Florida State University, April 12, 2001

Society for the Arts in Healthcare Annual Conference Seattle, WA, Dance in Medicine Presentation, April 14, 2001

American College Dance Festival Association Southeastern Regional Dance Festival, March 7, 2001

Santa Fe Community College Summer Dance Institute, Modern Dance Master Class, August 5, 2001

Santa Fe Community College Summer Dance Institute, Modern Dance Master Class,
August 9, 2000

American Women's Health Association Conference, University of Florida, January 21,
1999

Society for the Arts in Healthcare Annual Conference, Grand Rapids, MI, Dance for Life
Presentation, April 14, 1999

International Arts Medicine Association, Invited Speaker, Tel Aviv, Israel, June 14, 1997

Grants, Sponsored Research, and Major Gifts

2013-14

State of Florida Division of Cultural Affairs, Music in the Emergency Department Study
Award: \$15,800

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

2012-13

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$15,000

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

Parkinson Research Foundation, Dance for Life
Award: \$30,495

Patti Shively Foundation, Shands Arts in Medicine Kids Kicking Cancer Program
Award: \$30,000

2011-12

Kresge Foundation, Community Arts Program Grant
Award: \$100,000

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$31,669

State of Florida Division of Cultural Affairs, Artists in Residence Program
Award: \$25,000

Patti Shively Foundation, Shands Arts in Medicine Pediatrics Projects
Award: \$30,000

University of Florida Medical Guild, Theatre for Health Education Project
Award: \$1,200

UF Library Enhancement Grant in the Humanities, Medical Humanities Collection
Award: \$3,615

2010-11

Alachua County Bed Tax Grant
Award: \$4,563

Patti Shively Foundation, Shands Arts in Medicine Pediatrics Projects
Award: \$40,000

Kresge Foundation, Community Arts Program Grant
Award: \$100,000

State of Florida Division of Cultural Affairs, Specific Cultural Project Grant
Award: \$25,000

State of Florida Division of Cultural Affairs, Rural Arts in Healthcare Initiative
Award: \$33,000

Johnson & Johnson Foundation/Society for the Arts in Healthcare Grant, East-Central
Africa Arts & Health Forum
Award: \$5,900

2009-10

Johnson & Johnson/Society for the Arts in Healthcare Grant, Arts in Healthcare for East
Africa Forum project
Award: \$7,300

Arizona Foundation Grant, AIM for Africa Project
Award: \$10,000

State of Florida Division of Cultural Affairs, Culture Builds Florida Grant
Award: \$25,000

State of Florida Division of Cultural Affairs, AIM for the Panhandle Rural Arts in
Healthcare Initiative
Award: \$35,000

University of Florida Opportunity Fund Grant, Co-Principle Investigator, *A Neuroprosthetic Training System (NETS): Using Virtual Reality to Treat Paralysis*
Award: \$63,271

University of Florida Movement Disorders Center Project Grant, *Dance for Life and Art for Life projects*
Award: \$7,500

University of Florida Support of Meetings Grant, Arts in Healthcare Summer Intensive
Award: \$3,000

2008-09

University of Florida Movement Disorders Center Project Grant, *Dance for Life*
Award: \$7,500

Support of Meetings, UF Department of Research and Graduate Programs, *Arts in Healthcare Summer Intensive*
Award: \$3,000

U.S. Department of Defense, Co-Principle Investigator, *Design of effective therapeutic interventions for mild TBI/PTSD using interactive virtual world environments*
Award: \$182,000

University of Florida Opportunity Fund Grant, Co-Principle Investigator, *Reducing alcohol and drug use in American youth through interactive digital media*
Award: \$68,800

National Endowment for the Arts, Access to Artistic Excellence Grant, AIM Together Program
Award: \$25,000

State of Florida Division of Cultural Affairs Culture Build Florida Grant, Art in the Gardens Program
Award: \$25,000

State of Florida Division of Cultural Affairs Culture Build Florida Grant, STEAM Arts Empowered Learning Network Project
Award: \$25,000

Smallwood Foundation, Co-Principle Investigator, STEAM Arts Empowered Learning Network Project
Award: \$25,000

State of Florida Division of Cultural Affairs Arts in Education Grant, Rural Arts in Healthcare Initiative Program
Award: \$25,000

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$6,400

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program
Award: \$2,600

State of Florida Division of Cultural Affairs Cultural Programs Grant, Principle Investigator, AIM Together Program
Award: \$3,414

State of Florida Division of Cultural Affairs Arts in Education Grant, Dance for [Long] Life Program
Award: \$4,600

University of Florida Center for World Arts Fellowship, for AIM for Africa project.
Award: \$2,500

2007-08

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$15,800

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program
Award: \$5,900

State of Florida Division of Cultural Affairs International Cultural Exchange Grant, AIM for Africa project
Award: \$14,600

National Institute on Aging, Co-Principle Investigator, for the Vital Visionary program and evaluation study.
Award: \$4,000

Keith Herring Foundation Grant, Adolescent Mural Project
Award: \$5,500

2006-07

State of Florida Division of Cultural Affairs International Cultural Exchange Grant, AIM for Africa project.
Award: \$21,400

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program.
Award: \$15,300

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Together Program.

Award: \$7,100

Southern Arts Federation, AIM for Africa Project.

Award: \$2,300

National Endowment for the Arts, Access to Artistic Excellent Grant, AIM Together Program.

Award: \$20,000

National Institute on Aging, Co-Principle Investigator, for the Vital Visionary program and evaluation study.

Award: \$10,000

University of Florida Internationalizing the Curriculum Award, for *Culture, Health and the Arts: Sub-Saharan Africa and the U.S.* course.

Award: \$3,000

University of Florida Department of Research and Graduate Programs Support of Meetings Grant, Principle Investigator, Arts in Healthcare Summer Intensive Program

Award: \$3,000

University of Florida Medical Guild Grant, AIM Together Program

Award: \$2,000

University of Florida Medical Guild Moments of Renewal Program

Award: \$1,500

2005-06

Center for Global Partnership, for a US tour of presentations of the US/Japan Caring for Caregivers Initiative and cultural exchange

Award: \$50,000 (in partnership with the Society for the Arts in Healthcare).

State of Florida Division of Cultural Affairs Challenge Grant, for AIM Together Florida.

Award: \$36,500

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$16, 200

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Music Program.

Award: \$5,900

CVS Foundation Grant, Sickle Cell Movement program

Award: \$3,500

2004-05

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$18, 500

National Cancer Institute, Hearts and Hope Project

Award: \$175,000

National Endowment for the Arts, Challenge America Grant, AIM Together Program

Award: \$10,000

Gold Foundation Grant, for a new writing course in the UF College of Medicine

Award: \$5,000

Roche Pharmaceutical, for Moments of Renewal evaluation study

Award: \$1,000

University of Florida Department of Research and Graduate Programs Support of Meetings Grant, Principle Investigator, Arts in Healthcare Summer Intensive Program

Award: \$3,000

2003-04

US Department of Commerce, Technology Opportunity Program, Hearts and Hope Project

Award: \$675,000

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$9,200

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Lori Belilove & Company Residency Program.

Award: \$12,000

2002-03

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.

Award: \$17, 200

Japan Foundation Grant, for Caring for Caregivers USA /Japan Project,

Award: \$50,000 (in partnership with the Society for the Arts in Healthcare

2001-02

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$13, 800

2000-01

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$16,700

1999-2000

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$9,800

1998-99

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$15, 400

State of Florida Division of Cultural Affairs Quarterly Assistance Grant, for Caring for Caregivers Program.
Award: \$4,500

1997-98

State of Florida Division of Cultural Affairs Cultural Programs Grant, for Artists in Residence Program.
Award: \$14, 100

1996-97

State of Florida Division of Cultural Affairs Cultural Programs Grant, AIM Artists in Residence Program
Award: \$18,200

New Forms Florida Fellowship
Award: \$1,500

Research

Co-Investigator, DANCE FOR LIFE: Assessing the Effects of Dance on Motor and Non-Motor Function in Parkinson's Disease, 2012-14

Principle Investigator, Dance/Movement Program for Female Patients Diagnosed with Lymphedema, 2012-13

Principle Investigator, Assessing organizational collaboration among organizations in sixteen rural Florida communities, 2011-14

Principle Investigator, Outpatient Indications of Flow State Experience During a Creative Art Activity, 2010-11

Principle Investigator, The Gift of Art and its Effect on the Medical-Surgical Work Environment, Shands Hospital, 2010-11

Principle Investigator, Potential Effects of a Dance and Movement Program on Quality of Life in Parkinson's Patients: a Preliminary Study, 2009-11

Principle Investigator, Sustainability of an Arts in Healthcare Program Model for Rural Communities, UF Center for the Arts in Healthcare, 2009

Principle Investigator, AIM for Africa: Rwanda, State of Florida Division of Cultural Affairs, 2008-09

Co-Principle Investigator, Design of Effective Therapeutic Interventions for Mild TBI/PTSD Using Interactive Virtual World Environments, UD Department of Defense, 2008-09

Co-Principle Investigator, STEAM Empowered Learning Environment, Smallwood Foundation, 2008-09

Co-Principle Investigator, Reducing alcohol and drug use in American youth through Interactive Digital Media, UF Opportunity Fund, 2008-09

Principle Investigator, Looking at Art in the Healthcare System: An Observational Study of Artist-Patient Interaction in a Hospital Setting, UF Center for the Arts in Healthcare, 2008

Co-Principle Investigator, Vital Visionaries, National Institutes on Aging/National Institutes of Health, UF Center for the Arts in Healthcare, 2006

Co-Principle Investigator, Days of Renewal Study, University of Florida Warrington College of Business/Center for the Arts in Healthcare, 2005-present

Principle Investigator, Moments of Renewal Study, UF Center for the Arts in Healthcare, 2004

Co-Principle Investigator, Hearts and Hope Study, US Department of Commerce/University of Florida Dept of Pediatrics, 2003-2005

Publications

Sonke, J. (2012). Arts and Creative Engagement: Establishing Arts in Healthcare as a Field of Arts Management. *CultureWork*. 16(3).

Sonke, J. (2011). Music and the Arts in Health: A Perspective from the United States. *Music and Arts in Action*. 3(2): 2-12.

Sonke, J. (2011) Transforming the Healthcare Experience through the Arts: Book Review, *Healthcare Environments Research and Design Journal*. 4(3):

Society for the Arts in Healthcare (2009). *State of the field report: Arts in healthcare 2009*. Washington, DC: Society for the Arts in Healthcare.

Sonke, J., Rollins, J., Brandman, R., Graham-Pole, J. (2009). *State of the Arts in Healthcare in the United States*. The Arts and Health. 1(2).

Sonke, J., Brandman, R. (2007). The California Psychologist, The Arts and Health across Cultures and Time, Nov/Dec issue.

Sonke, J., Brandman, R., Serlin, I., & Graham-Pole, J., (2007) *The Arts and Health*. Westport: Praeger.

Sonke, J. (2006). Caring for Caregivers. *Muse Magazine*. Gainesville: UF College of Fine Arts.

Brandman, R. & Sonke, J. (2005). *Dance in Healthcare: A Lecture-Demonstration*. NY: Congress on Research in Dance

Sonke, J. (1996). Healing through Art. *Women's Health Digest*. Vol. 2, no. 4.

Selected Article Features

Muse Magazine, *With a New International Group, Fine Arts Students Organize to Share Arts and Healing Abroad*, Winter 2008

Buffalo Rising Online, *Arts in Healthcare Reaches Buffalo*, June 6, 2008

The Independent Florida Alligator, *UF Group Uses Art for Healing*, October 3, 2007

Chicken Soup Magazine, *Memorial Gala Celebrates the Art of Dance and Healing*, May 2007

Chattanooga Times Free Press, *Dancing for Healing and Hope*, February 11, 2007

In the City Magazine, *Art for Healing*, February 2007 Issue

Chicken Soup Magazine, *Dance in Unusual Places*, February 2007

Healthscope Magazine, *Sixty Seconds to Better Health*, Winter 2007

Muse Magazine, *Caring for Caregivers*, Winter 2007

The Post, *Gifts of Healing*, December 2006

Muse Magazine, *Center for the Arts in Healthcare*, Winter 2006

Jacksonville Times Union, *Integrating the Arts with Healthcare*, November 2006

Gainesville Magazine, *Behind the Curtain*, October 2006

The Independent Florida Alligator, *Kenya Hospital will Host Revolutionary UF Program*, July 27, 2006

News and Notes, Shands Healthcare, *Changing the Hospital Stay*, July 2005

Piece by Piece: *Creating Successful Arts in Healthcare Programs*, Second Edition, 2005

The Michigan Daily, *Dancing's Healing Power*, March 11, 2004

Piece by Piece: *Creating Successful Arts in Healthcare Programs*, First Edition, 2002

Gainesville Sun, *Dancing for Joy*, May 2, 1998

The Independent Florida Alligator, *Art Students dance to heal local patients' spiritual health*, September 5, 1997

Gainesville Sun, *Dancer Puts Heart and Soul into Teaching*, May 19, 1997

Gainesville Sun, *Classics and Improvisations*, March 15, 1996

Orlando Sentinel, Florida Magazine, *Healing Art*, October 15, 1995

The Independent Florida Alligator, *The Powerful Healing Force of Art*, September 12, 1995

Short Narrative Biography

Jill Sonke is Co-Founder and Director of the Center for the Arts in Medicine at the University of Florida, is on the faculty of the School of Theatre and Dance at the University of Florida and is Assistant Director and Artist in Residence for Shands Arts in Medicine.

Ms. Sonke is active in research, curriculum and program development at UF, and is a frequent presenter and guest artist at universities, conferences, hospitals, and

festivals throughout the United States and abroad. Ms. Sonke has been a principle dancer and soloist with Lori Belilove & Company in New York City and a guest performer and choreographer with Dance Alive! and Stuart Pimsler Dance and Theatre. She is a soloist and regisseur of the historic works of Isadora Duncan as well as a recognized teacher of the Duncan and Horton techniques.

Ms. Sonke is immediate past President of the Society for the Arts in Healthcare, is the recipient of a New Forms Florida Fellowship Award, an Individual Artist Fellowship Award from the State of Florida, a 2001 Excellence in Teaching Award from the National Institute for Staff and Organizational Development (NISOD), a UF Internationalizing the Curriculum Award, the Most Outstanding Service Learning Faculty Award in 2008 from UF, and over eighty-five grant awards for her programs and research at Shands Hospital and the University of Florida.

Contact Information

Work Address:

PO Box 115900
Gainesville, FL 32611

Phone:

352.273.1488 (UF Office)
352.733.0880 (Shands Office)

E-mail:

jsonke@ufl.edu

Websites:

www.arts.ufl.edu/cahre
www.shands.org/aim

FLORIDA STATE
UNIVERSITY



The COLLEGE of VISUAL ARTS, THEATRE & DANCE
Department of Art Education

Ms. Jill Sonke
Director, University of Florida Center for Arts in Medicine
Assistant Director, Shands Arts in Medicine
PO Box 115900
Gainesville, FL 32611

Dear Ms. Sonke:

This letter is in support of the proposed MA Arts in Medicine Program at the University of Florida (UF). The program will be a self-funded and distance learning program and will be housed in the College of Art. The proposed program complements the nationally acclaimed and the distinguished reputation of the Arts in Medicine program at Shands, the UF teaching hospital. The program at Shands is regarded as a model for other hospital and rehabilitation center arts in medicine programs.

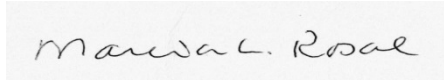
This is a unique degree program. Although Arts in Medicine is an emerging profession, numerous hospitals and rehabilitation centers either employ or would like to employ qualified professionals who have the skills to develop and supervise these programs. There is a paucity of educational and training opportunities for Arts in Medicine professionals. The only other university-based, arts-in-medicine program in the US is at the University of Oregon and this program is an arts administration-based program. The authors of this proposed program have conducted market research and found it to be highly viable. This will be a sought after degree program.

The MA program will not only fill a gap in the education of skilled professionals, it will be taught by some of the most highly regarded arts in medicine practitioners in the US. The faculty members are experts and are abundantly talented and regarded in the field; the faculty identified in the proposal is certainly capable to teach the required curriculum.

A review of the curriculum reveals a thorough program of studies. The on-line nature of the program will be attractive to the busy professional who is already working in the field. There is ample evidence that the program has a prospective student base. There is little doubt that this will be a successful and welcomed addition to the degree program in the College of Art.

I applaud the proposal for this degree program and am excited that this program will be housed at a state university in Florida. This program will complement the MS Art Therapy Program at FSU, which is therapy and clinically-based program. Please let me know if you have any further questions or concerns. I can be reached at 850-644-2926 or via e-mail at mrosal@fsu.edu.

Sincerely,

A handwritten signature in cursive script that reads "Marcia L. Rosal". The signature is written in dark ink on a light-colored, slightly textured background.

Marcia L. Rosal, PhD, ATR-BC, HLM
Professor and Director
FSU Art Therapy Program