

Music Therapy Student Handbook

2024-2025

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# Welcome to SUNY New Paltz Music Therapy Program

This handbook will has all the information you will need to successfully complete the MS in Music Therapy. We hope you will find this information useful as you complete your coursework and clinical training. The transition from undergraduate school or work to graduate school can be exciting; it can also be overwhelming. The quantity and the expected quality of work far exceeds that of your undergraduate education. The coursework is more rigorous as the content goes into more depth than what was learned at the undergraduate level.

Music therapy is a very demanding career, it requires continued self-reflection and personal examination of thoughts, feelings, motivations, and attitudes towards using music as a medium for optimizing health. Our program prepares you to become a reflexive practitioner. We do this by engaging you in experiential learning, requiring the development of self-care plans, and the use of reflexive journals.

The relationships you form with your classmates, teachers, and clinical supervisors are the beginning of your professional network. A professional network is the basis for a successful career. You are encouraged to work collaboratively with your classmates, teachers, and clinical supervisors. Learn from them, ask questions, and explore the richness of music therapy.

Sincerely,

## Fulltime Faculty 2024-2025

Kathy Murphy, PhD, LCAT, MT-BC

Associate Professor, Program Director, Music Therapy Graduate Studies

Karen Stuart-Rohm, PhD

Assistant Professor

Jingwen Zhang, PhD, LCAT, MT-BD

Assistant Professor

## Clinical Coordinator 2024-2025

Maya Benattar, MA, LCAT, MT- BC

## Adjunct Faculty 2024-2025

Cecilia Burns, JR. MM, LCAT, MT-BC

Adjunct Faculty Member

Gabrielle Bouissou, MS, LCAT, MT-BC

Adjunct Faculty Member

Beth Deyermond, MM, MT-BC

Adjunct Faculty Member

Conio Loretto, MS, LCAT, MT-BC

Adjunct Faculty Member

Rick Soshensky, MA, LCAT, MT-BC

Adjunct Faculty Member

# Music Therapy Program Overview

The MS in Music Therapy is approved by the American Music Therapy Association (AMTA) and the New York State Department of Education. It is accredited by the National Association of Schools of Music (NASM). The program prepares students to apply for licensure as a Licensed Creative Arts Therapist (LCAT) in New York. The coursework covers the following content areas:

* Preparation in music therapy, for the practice of Creative Arts Therapy;
* Human growth and development;
* Theories in Creative Arts Therapy;
* Group dynamics;
* Assessment and appraisal of individuals and groups;
* Research and program evaluation;
* Professional orientation and ethics;
* Foundations of Creative Arts Therapy and psychopathology;
* Clinical instruction
* A supervised internship or supervised practicum in the practice of Creative Arts Therapy of at least 500 clock hours.

Detailed information on the Licensure and Practice of the Creative Arts Therapies in New York is available from the Office of the Professions (OP) at http://www.op.nysed.gov/prof/mhp/catlic.htm

Additionally, course content is designed to meet the following [Advanced Competencies](https://www.musictherapy.org/members/advancedcomp/) set forth by the AMTA:

* Professional Practice (Theory, Advanced Clinical Skills, & Research)
* Professional Development

Currently there are 3 ways to enter the MS in Music Therapy at SUNY New Paltz

* Undergraduate degree in music therapy from an accredited university
* Undergraduate degree in music (concentration in Clinical Musicianship) from SUNY NP
* Undergraduate degree in music or psychology or closely related field

# Music Therapy Program Outcomes

Upon completing the MS in Music Therapy, students will:

1. Apply theoretical constructs to assessment, treatment, and evaluation processes in a variety of clinical settings (including telehealth) (AMTA Advanced Competencies 1.1-1.6).
2. Practice music psychotherapy at the level of practice needed to meet client needs demonstrating the ability to use advanced receptive, improvisation, composition, and recreative methods in a variety of clinical settings (including telehealth) and with a variety of clinical populations (AMTA Advanced Competencies (AMTA Advanced Competencies 4.1-4.18; 7.1-7.10; 8.9)
3. Understand, and apply research findings to clinical practice and conduct research in order to contribute to the music therapy evidence base (Advanced Competencies 6.1-6.12)
4. Follow ethical principles in scholarship and clinical practice by engaging in personal, musical, and professional development (AMTA Advanced Competencies (8.1-8.5)
5. Demonstrate cultural humility be increasing knowledge of music, therapy, and music therapy practices related to diverse cultures (AMTA Advanced Competencies 4.16; 7.7; 8.8)

# Cohort Model

The Music Therapy Program operates from a cohort model in which students entering the program at the same time progress through the program together. We have found that this increases the sense of community and peer academic support among our students. Most of our students complete the 48-credit program in 5 semesters. You may also opt to study part-time. We recommend this option for those who work more than 20 hours per week at a job in addition to going to school, or who other responsibilities that require a significant amount of time.

# Degree Program Description and Plans of Study

Students who have been accepted and matriculated will meet with the Program Director to develop an initial plan of study. The plan of study is reviewed each semester during advising and revised if needed. The plan of study outlines the courses you will need to complete, which semesters the courses are offered, and the sequence. Coursework is divided into the following categories:

**Foundations & Theory**

MUS 540 Music Therapy Foundations

MUS 754 Music Therapy Across the Lifespan

COU 540 Psychopathology

COU 575 Human Growth & Development

**Clinical Skills**

MUS 544 Medical Music Therapy

MUS 743 Fieldwork I

MUS 744 Fieldwork II

MUS 745 Internship I

MUS 746 Internship II

MUS 756 Music Therapy Groupwork

Research

MUS 742 Music Therapy Research

MUS 747 Topic Proposal

MUS 749 Thesis

Clinical Musicianship

MUS 547 Advanced Guitar

MUS 535 Advanced Clinical Musicianship

MUS 546 Advanced Clinical Improvisation

MUS 550 Advanced Receptive Methods

Personal Development & Professional Role

MUS 553 Ethics

MUS 750 Cultural Humility

MUS 752 MT Program Development & Evaluation

Below you will find the recommended course sequence based on your undergraduate degree.

## Undergraduate Degree in Music Therapy 48 credits

This plan of study is designed to be completed in 6 semesters (including summers) for students who are able to attend full-time. Revisions to the plan of study will be made for students who plan to attend part time:

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Fall | Spring | Summer |
| 1 | (11 credits)MTX535 Adv. Clinical MusicianshipMTX540 MT FoundationsMTX550 Adv. Receptive MethodsCOU575 Human Growth & Development | (11 credits)MTX555 MT in Mental HealthMTX 742 MT ResearchMTX750 Cultural Humility for MTCOU540 Psychopathology | (4 credits)MTX747 Thesis Topic ProposalElective |
| 2 | (9 credits)MTX546 Adv. Clinical ImprovisationMTX553 EthicsMTX 749 ThesisMTX754 MT Across the Lifespan | (12 credits)MUS544 Medical Music TherapyMTX749 ThesisMTX 746 Internship IIMTX752 Program DevelopmentMTX756 MT Groupwork |  |

## Undergraduate Degree in Music from SUNY NP (Clinical Musicianship) 58 Credits

This plan of study is designed to be completed in 6 semesters (including summers) for students who are able to attend full-time. Revisions to the plan of study will be made for students who plan to attend part time:

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Fall | Spring | Summer |
| 1 | (10 credits)MTX502 Practicum IMTX535 Adv. Clinical MusicianshipMTX540 MT FoundationsMTX550 Adv. Receptive Methods | (13 credits)MTX503 Practicum IIMTX553 EthicsMTX555 MT in Mental HealthMTX 742 MT ResearchCOU540 Psychopathology | (4 credits)MUS747 Thesis Topic ProposalElectiveCOU 575 Human Growth & Development |
| 2 | (12 credits)MTX546 Adv. Clinical ImprovisationMTX745 Internship IMTX 749 ThesisMTX750 Cultural Humility for MTMTX754 MT Across the Lifespan | (12 credits)MTX544 Medical Music TherapyMTX746 Internship IIMTX749 ThesisMTX752 Program DevelopmentMTX756 MT Groupwork | (4 credits) |

## Undergraduate Degree Music (or closely related field) 61 Credits

This plan of study is designed to be completed in 7 semesters (including summers) for students who are able to attend full-time. Revisions to the plan of study will be made for students who attend part time:

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Fall | Spring | Summer |
|  |  |  | (9 credits)MTX500 MT Practice & MethodsMTX501 MT Assessment, Treatment Planning & EvaluationCOU 575 Human Growth & Development |
| 1 | (10 credits)MTX 535 Adv. Clinical MusicianshipMTX 540 MT FoundationsMTX 550 Adv. Receptive MethodsMTX743 Fieldwork I | (13 credits)MTX555 MT in Mental HealthMTX 742 MT ResearchMTX744 FW IIMTX750 Cultural Humility for MTCOU540 Psychopathology | (5 credits)MTX 747 Thesis Topic ProposalElective |
| 2 | (12 credits)MTX546 Adv. Clinical ImprovisationMTX553 EthicsMTX 745 Internship IIMTX 749 ThesisMTX754 MT Across the Lifespan | (12 credits)MTX544 Medical Music TherapyMTX 746 Internship IIMTX749 ThesisMTX752 Program DevelopmentMTX756 MT Groupwork |  |

## Program Information

## Academic Standing

To be eligible for a master’s degree or an advanced certificate, matriculated graduate students must be in academic good standing and be making good progress towards earning their degree. Academic standing is determined by a student’s grade point average (GPA) and satisfactory progress towards degree completion.

***Satisfactory Academic Progress (SAP)***: Students are classified as making Satisfactory Academic Progress towards earning their master’s degree or advanced certificate if:

* Their cumulative GPA is 3.00 or higher.
* They are applying no more than two marginal\* grades towards their plan of study.
* They do not have more than two F/F grades on their transcripts.
* Their academic history does not present a pattern of requesting consecutive semesters of course withdrawals.

\* The University considers grades below B- to be marginal for a graduate student. However, some programs require minimum grades of B to progress through the program.

**Academic Probation:** A student is placed on probation if the cumulative GPA falls between a 2.51 and 2.99 after completing nine credits or when the academic record shows diminished progress towards earning the degree. Students placed on probation will be notified by the Office of Graduate, Professional & Interdisciplinary Studies (GPIS) and must:

* Schedule appointments to meet with their academic advisor and the Graduate Dean or their designee.
* Review and sign the remediation plan developed by the academic advisor and the Graduate Dean or their designee.
* Because students may only use the Replace Course Option for one course in their program, students with more than three marginal grades will in most cases be dismissed from the program. Also, students will face academic dismissal if they remain on academic probation for three consecutive semesters.

**Academic Dismissal:** Academic Dismissal is incurred if the cumulative GPA falls to 2.50 or below after twelve credits of graduate coursework or when the academic record shows a failure to progress towards degree completion. Academic Dismissal may also be the consequence of an Academic Integrity violation (see Graduate Academic Integrity Policy) or it may be the course of action recommended as a result of a Professional Competence or Professional Disposition Review. Dismissals are noted on the transcript and result in the student being deregistered, removed from their academic program of study, and withdrawn from the college.

***Important note for F1 or J1 international students:*** The International Student Programs office will advise you regarding the impact on your visa status and options.

**Appealing an Academic Dismissal**: Students may appeal an academic dismissal within five business days from the initial email notification of the dismissal. While the appeal is under review, the student is deregistered pending final decision. If the appeal is granted, the Graduate Dean or their designee will provide the student with an Academic Standing Remediation plan. Students may initiate an appeal from the Graduate Studies

**Academic Standing Levels**

* GPA 3.00 and above Good Standing: Registration is not affected
* GPA 2.51 - 2.99 Academic Probation: Registration is prohibited and a probation indicator is noted on the student's transcript.
* GPA 2.50 and below Academic Dismissal: Registration is prohibited. Students are deregistered from courses and their graduate program.

**Academic Progress**

* Good Progress Grade Point Average 3.00 or above Progress Record without grades of Incomplete and a maximum of two marginal grades on the plan of study.
* Diminished Progress Record with a cumulative GPA of 3.0 or above that includes three marginal grades, and/or Incomplete grades.
* Failure to Progress Record with a cumulative GPA below 3.0 or a record that includes four or more marginal grades.

## Advising

All students are assigned an advisor. Students entering the program in the 2024-2025 Academic Year will be advised by Dr. Kathy Murphy or Dr. Jingwen Zhang. Your advisor is a source of information and support. You are encouraged to reach out to your advisor with any issues related to your academic program or clinical training. Remember, there is no such thing a s stupid question. It is best to address a problem as soon as it arises

## Registration

In order to register you must:

1. Meet with your advisor by making an appointment
	1. For Spring 2025 during the weeks of Oct. 21 and Oct. 28, 2024
	2. For Summer 2025 & Fall 2025 during the weeks of March 25 and April 1, 2024
	3. For Spring 2026 during the weeks of Oct. 19 and Oct. 26, 2025
2. After meeting with your advisor, you can register online. Graduate Student Registration begins on the following dates:
	1. Spring 2025 Nov. 4, 2023
	2. Summer & Fall 2025: Apr. 7, 2025
	3. Spring 2025 Nov. 3, 2023
3. The “Student Registration Guide” provides step-by-step instructions for web registration and may be found in the Student Information section of my.newpaltz.edu.

## Books

The music therapy faculty works diligently to keep book purchases to a minimum through the use of e-books and other electronic resources. Feel free to browse through the collection of e-books housed within the [Sojourner Truth Library](https://library.newpaltz.edu/),

## VIA

All students accepted into the Graduate Music Therapy program are required to have a Via account. Via is an assessment management and ePortfolio platform. Over the course of the graduate program, students are required to upload one to three assignments per course to Via which will be used to create a portfolio that will be reviewed and assessed prior to internship. Your instructors will let you know which assignments you need to upload into VIA or if they will evaluate progress on course competencies by observation.

# Technology Resources

# MyNewPaltz, Office 365, Brightspace

**My.newpaltz.edu** is the primary portal used to interact with numerous departments at SUNY New Paltz. It provides personalized content for students, faculty and staff of the university. Students can register for most of their courses, as well as get instant access to their grades, current class schedule, financial records, get their progress report to track their progress in the program, and other important academic information.

**Office365** is made available to all students free of charge. It contains the following apps that you are required to use:

* **Outlook**—this is the official e-mail app for all course related and university related business. Students **must** use their official SUNY NP e-mail for all correspondence with faculty members and other university officials. Faculty will not respond to e-mails sent from your personal e-mail accounts.
* **Word**—this is Microsoft’s word processing program. It is compatible with PCs and Macs and can be [downloaded](https://newpaltz.teamdynamix.com/TDClient/1905/Portal/KB/ArticleDet?ID=34400) onto your personal computer All written assignments should be submitted using Word

**Brightspace** is SUNY New Paltz’s learning management system (LMS). You can access all course material as well as submit assignments directly in Brightspace.

**Panopto** is a software that our campus utilizes to create and store video content for (primarily) courses. Instructors can create video lectures and embed them in their course, and students can create videos as well, either for a project, assignment, or other assessment. Visit the [Panopto knowledge base](https://newpaltz.teamdynamix.com/TDClient/1905/Portal/KB/?CategoryID=22435) for more information.

Visit the [Informational Technology Services website](https://newpaltz.teamdynamix.com/TDClient/1905/Portal/Home/) for more information.

# Academic Support Services

## The Writer’s Studio

Individual assistance is provided for students who need help with their writing. You can make an appointment here: <https://www.newpaltz.edu/studentsuccess/students/wa.html>

## The Center for Student Success

The Center for Student Success is the SUNY New Paltz Learning Center. We’re here to help you with Subject Tutoring, Supplemental Instruction, Writer’s Studio and Peer Academic Coaching. For more information visit: <https://www.newpaltz.edu/studentsuccess/>

## Student Health Center

You can visit [the student health](https://www.newpaltz.edu/healthcenter/) center if you are physically sick or need to see a doctor.

## Sojourner Truth Library

For assistance with research papers, thesis, or other course assignment OR if you are looking for book/journal articles you can 1) Text a Librarian 845-262-2011 OR e-mail askref@newpaltz.libanswers.com

## Disability Resource Center

Students needing classroom and/or testing accommodations related to a disability should contact the [Disability Resource Center](http://www.newpaltz.edu/drc/) (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to the DRC (drc@newpaltz.edu).

## Title IX

Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources, Diversity & Inclusion can provide more information on [Title IX reporting and support](https://www.newpaltz.edu/titleix/reporting.html) as well as the campus’s [Consensual Relationships Policy](https://www.newpaltz.edu/hr/policies--procedures-resources-and-information/consensual-relationship-policy/).

## The Campus Food Pantry

The [Campus Food Pantry](https://newpaltzcas.com/food-pantry/) is located on the 4th floor of the Student Union Building, Room 412. Contact foodforall@newpaltz.edu for further details and hours of operation.

## The Psychological Counseling Center (PCC)

PCC counseling services are provided for registered SUNY New Paltz students in person or by video tele-counseling. Call the [PCC office](https://www.newpaltz.edu/counseling/) or walk in during business hours to schedule an initial appointment, or to access same-day crisis support services.

In the event of a mental health emergency after hours or on the weekend, call the same office line, 845-257-2920, and follow the prompts to reach our answering service, who will then contact a PCC counselor to return your call ASAP.  Be sure to state your name and phone number clearly, and ensure that your phone can receive calls from an unknown/blocked number.

For a brief overview of these services please review our [PCC Brochure](https://www.newpaltz.edu/media/psychological-counseling-center/Online.PCC.brochure.pdf),

### OASIS

[OASIS](https://www.newpaltz.edu/counseling/oasishaven.html) is a student-staffed, crisis intervention center and telephone hot-line. OASIS volunteers are trained and supervised by the hotline Coordinator.  Students may walk in or call the office: 845-257-4945.

### HAVEN

[HAVEN](https://www.newpaltz.edu/counseling/oasishaven.html) is a student-staffed, crisis intervention center and telephone hot-line. Peer volunteers are specifically trained to respond to issues around rape, sexual assault, other unwanted sexual experiences and relationship violence. HAVEN volunteers are trained and supervised by the Hotline Coordinator.  Students may walk in or call the office.

# Assistantships and Other Funding

## Assistantships

The music therapy program has five half-time assistantship positions that are classified as either graduate assistantships or teaching assistantships. Graduate assistantships (GAs) are open to all graduate students who are enrolled in a minimum of 6 credits per semester. Teaching assistantships (TAs) are open to graduate students who have completed an undergraduate degree in music therapy and are board-certified. Each position requires a 10-hour per week commitment. GAs/Tas receive a 3- credit tuition scholarship and a stipend. Applications for GA/TA positions are made available at the beginning of the spring semester. The number of open positions each varies. There are also GA positions in other departments which music therapy graduate students can apply for. More information on [Assistantships](https://www.newpaltz.edu/gradstudies/student-services/assistantships/) can be found in the Graduate, Professional & Interdisciplinary Studies website.

## Scholarships & Other Funding

* 1. **GOPW Tuition Waiver Program-** The GOPW program provides a tuition waiver for former EOP/HEOP/SEEK students. The tuition waiver covers up to 9 credits of graduate tuition plus the college fee for each semester that the student is eligible for the award. To maintain eligibility, students must maintain a minimum 3.0 GPA and enroll in at least 9 graduate credits each term. For more information: https://newpaltz.wufoo.com/forms/gopw-application-for-initial-support/
	2. **Sojourner Truth Diversity Fellowship (STF)-** The Sojourner Truth Diversity Fellowship is open to applicants from all majors holding at least a 3.0 undergraduate GPA in pursuit of their initial master's degree, a US citizen or permanent resident, matriculated in a graduate program at New Paltz; and adequately meeting the diversity criteria set forth within the application. For more information: https://newpaltz.wufoo.com/forms/zu89i4x0tl883c/

The **SUNY New Paltz Foundation** also has scholarships, some of which may be appropriate for graduate students. https://www.newpaltz.edu/financialaid/foundation.html

The **Office of Graduate, Professional and Interdisciplinary Studies** contains information about scholarships, fellowships, and support for graduate student research. https://www.newpaltz.edu/graduate/funding/

The Mid-Atlantic Region of the American Music Therapy Association offers 2 scholarships for graduate students who are also [members of the American Music Therapy Association](https://www.musictherapy.org/about/membership_in_amta/)

* [MAR-AMTS Student Scholarship (For undergraduate, graduate, and transfer students)](file:////Users/kathleenmurphy/Documents/New%20Paltz/Student%20Handbook/%E2%80%A2https%3A/docs.google.com/forms/d/e/1FAIpQLSd6oUhY_0z2TSQ5Onli1r1rQqne4moXLG9JOwAZMFmMvo5OLQ/viewform%3Fusp%3Dsharing)
* [Membership Scholarship](file:////Users/kathleenmurphy/Documents/New%20Paltz/Student%20Handbook/%E2%80%A2https%3A/docs.google.com/forms/d/e/1FAIpQLScrNXxNu1FhtB8nVkSIMfV6IA3lnUaQ8xDRdZBln2HVjtLXcQ/viewform%3Fusp%3Dsharing)

More generally, **Financial Aid** has information on scholarships and loans. https://www.newpaltz.edu/financialaid/

# Ethics and Professional Identity

## Code of Ethics

* 1. All students enrolled in AMTA approved education programs are expected to adhere to the American Music Therapy Association [Code of Ethics](https://www.musictherapy.org/about/ethics/) and [Standards of Clinical Practice](https://www.musictherapy.org/about/standards/). These documents will be reviewed, along with ethical principles and laws will be reviewed in several classes and supervision seminars.

## Music Skills Assessment

Music therapists are expected to be competent musicians who can use live music (either pre-composed, original, or improvised) to engage clients in health promoting music experiences. Your clinical musicianship will be assessed throughout your time in the music therapy program. All students are required to take and pass MTX535Advanced Clinical Musicianship and MTX546 Advanced Clinical Improvisation with a B or higher. In addition, students enrolled in MTX502 Practicum I, MTX503 Practicum II, and MTX745 Internship I will have their piano, guitar, voice, and percussion skills assessed by the music therapy faculty at the mid-point in the semester. The Practicum and Internship Handbook will give you details on the Music Skills Assessment requirements and grading rubric.

## Professional Dispositions

Professional dispositions are the values, attitudes, and behaviors that you are expected to demonstrate in your interactions with faculty, supervisors, clients, fellow students, and administration. They include the following components: a) musicality, b) engagement, c) communication, d) flexibility/tenacity, e) self-reflection, f) preparedness, g) fairness, equity, & social justice, h) respect, i) ethics, j) professional attendance, and k) emotional maturity. All members of the music therapy program are expected to demonstrate these dispositions. The music therapy faculty is responsible for helping your identify strategies for building strong professional dispositions and providing feedback when dispositions may negatively impact your effectiveness as a music therapist. Beginning in the Spring ’25 semester graduate students, graduate music therapy faculty, and clinical supervisors will complete a disposition assessment at the mid-point in the semester beginning in the Spring ‘25. Your advisor will review A copy of the Music Therapy Professional Disposition Evaluation is found in Appendix A.

# Remediation And Termination

## Evaluation Process

Students are formally and informally evaluated throughout the program on their: (a) academic performance, (b) adherence to professional and ethical standards of the profession, (c) demonstration of clinical skills and competencies, and (d) attending to personal development as it influences the ability to work effectively and ethically as music therapists

SUNY New Paltz music therapy faculty, advisors, and fieldwork and internship supervisors provide students with ongoing feedback regarding their performance throughout the training program. On the first day of each class, professors will specifically address—both in class and in their syllabi—how students will be evaluated on their mastery of AMTA Competencies and Professional Dispositions. Generally, this evaluation will include (a) student’s understanding and adherence to professional and ethical behavior, (b) their demonstration of their mastery over the relevant professional skills and competencies, (c) clinical musicianship, and (d) their social- emotional and interpersonal functioning as relevant to their work as music therapists.

In addition, the academic supervisor and the music therapy clinical site supervisor will evaluate student fitness and performance at the midpoint of fall and spring semesters. In some cases, students will be evaluated at other points during the year as well. The faculty and staff make judgments as to the students’ professional fitness and performance based on observations of course performance, evaluations of student’s ability to demonstrate clinical understanding and application of music therapy methods in clinical situations, and their adherence to their discipline’s code of ethics. Faculty will identify additional help students may need to be successful, as well as recognize outstanding achievements of students in their work utilizing the Midterm Evaluation Form.

Students will be evaluated on

1. Their mastery of identified competencies using the following rubric:
* 4 = Competency was met (A/A-)
* 3 = Significant progress towards mastery of competency (B+/B)
* 2 = Some progress towards mastery of competency (B-/C+/C)
* 1 = Competency not met (D/F)
1. Professional dispositions using the following rubric
* 3 = Acceptable
* 2 = Developing
* 1 = Unacceptable

## Procedures For Reviewing Student Competency

### Mid-Term Evaluation Procedures & Program Probation

A remediation plan will be developed for students who do not receive a "2" or higher on 80% competencies that are evaluated on their midterm evaluation (i.e., academics, clinical skills, music skills). Students with remediation plans will be evaluated again at the end of the semester. Students who have not made sufficient progress to remediate deficiencies will be placed on probation the following semester. Students on probation may not register for fieldwork or internship. Students on program probation will be reviewed at the midpoint and end of every semester until significant progress has been noted for them to be removed from probation. Students who make progress on their remediation plan in either (a) academic performance or (b) clinical skills, maybe taken off probation be as soon as the end point of the semester in which they were placed on probation.

#### Remediation Plans

Remediation plans will be developed for students who are on program probation. This written plan will identify the competency(ies) that need to be improved, criteria for demonstrating progress towards mastery of the competency and a timeline for completion. In instances where a student withdraws from a course, any academic concerns from that course will be disregarded in future evaluations. If there is not significant improvement made, then a professional competency review process may be initiated. See section describing professional competency review for additional information.

## Professional Competency/Disposition Review Procedures

A competency/disposition review hearing may be called at any time during the semester if a music therapy faculty member, music faculty member, or clinical supervisor has a concern about a student’s academic or clinical performance. The following procedure will be followed:

1. The academic faulty/clinical supervisor should meet with the student as soon as a concern is noted. The faculty member/supervisor and the student will attempt to identify and address an concern to see if an informal remediation will resolve the issue. Faculty member/supervisor should keep a record of the meeting including the informal resolution.
2. If the issue cannot be resolved, the faculty member will contact the student’s academic advisor if the concern is related to academics; or the academic supervisor if the concern is related to clinical placement who will initiate a Professional Competency/Disposition Review with the student
	1. The academic advisor or academic supervisor will provide the completed Student Competency/Disposition Evaluation to the Music Therapy Program Director
	2. The Music Therapy Program Director will schedule a faculty review meeting that will include the academic advisor, a member of the music therapy faculty, and a member from the graduate faculty. If the academic advisor is the music therapy program director, another member of the music therapy faculty or graduate faculty will be asked to participate. The purpose of this meeting is to review student’s performance and recommend a course of action to the student. This review will may include discussions with faculty member or clinical supervisor who called for the professional competency/disposition hearing. This review must be completed within 2 weeks.
	3. Once the faculty review committee has been established, the Music Therapy Program Director will inform the student in writing that the faculty will be meeting, and that the student’s presence is required. This written notice will be sent to the student’s newpaltz.edu e-mail address within a week of the faculty review. The specific date, time, and place of the meeting will be shared with the student by the Program Director. The student will be allowed to bring a representative to the meeting with whom they consult, but who may not speak during the meeting.
	4. At the conclusion of the meeting, the faculty will recommend one of 3 courses of actions
		1. No remediation is necessary
		2. Some form of remediation is required
		3. The student should be dismissed from the program
	5. Within 2 weeks of receiving the decision from the faculty review, the Program Director will notify the student in writing of the decision. A copy of this decision will be provided to the Music Department Chair, and Dean of the College of Fine and Performing Arts.
	6. The student may the decision ,f at any point the student does not agree with the faculty’s decision and/or does not believe that the proper procedures for the review have been followed. ([See Graduate School Appeals](https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/grievances-and-appeals/))

## Remediation

1. The form of remediation is determined by the music therapy faculty.
2. Examples of remediation include but are not limited to course repetition, denial of advancement to: retaking a specific course(s), recommendation to receive personal counseling, increased supervision, reduction in hours or responsibilities at the clinical site, written warnings, placement on formal probation, advisement to take a leave of absence, disciplinary action, receiving tutoring, attending special seminars, extra assignment or coursework, attending peer support groups, and repetition of practicum/internship.
3. If the Music Therapy Faculty recommends that the student receive some type of remediation and the student agrees to this recommendation:
4. A time-based and outcome-focused plan will be developed in which clearly documentable steps and actions to be taken by the student (and perhaps faculty) to help student remediate the issue.
5. A date for a follow-up review procedure is identified to determine if the student has met the goals and expectations of the remediation,
6. At the date indicated, the Music Therapy Faculty, as a whole, determines the student’s future status in the program based on their assessment of whether the remediation has been successful. They inform the student, the Chair of the Music Department and the Dean of Fine & Performing Arts whether
	* they believe the remediation has worked,
	* further remediation is required,
	* the student should be dismissed from the program. If the remediation is successful, then the student continues with the program under no further sanction. If it has not been successful, then the Music Therapy Faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.
7. If the Music Therapy Faculty chooses to dismiss the student from the program, the Music Therapy Program Director will report this to the student, Music Department Chair, the Dean of Fine and Performing Arts and the Associate Provost for Academic Planning and Learning Innovation in writing.
8. If at any point the student does not agree with the Music Therapy Faculty’s decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal to the decision following the procedures outlined in the [Graduate Academic Appeals Procedure](https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/graduate-appeals-procedures/)..

## Graduate Academic Appeals Procedure

Students who wish to appeal a course grade, academic integrity decision, or a professional dispositions decision should use the [Graduate Academic Appeals Procedure](https://catalog.newpaltz.edu/graduate/graduate-academic-policies-handbook/academic-policies-procedures/grievances-and-appeals/) described in detail in the Graduate Catalog

## Student Evaluation Of The Program

All currently enrolled students have the opportunity to evaluate individual courses and instructors throughout their enrollment. Further, they will be given the opportunity to evaluate their on-site supervisors and practicum/internship placements. Graduates are contacted shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Graduates and students currently enrolled in the program are encouraged to provide up-to-date contact information.



# Appendices

Appendix A Professional Disposition Evaluation

Appendix B Information on Licensure and Board Certification

Appendix C Mandatory Professional Licensure Disclosure

Appendix D Professional Organization Websites

## Appendix A: Music Therapy Professional Disposition Evaluation

Student:

Supervisor: Facility:

**Directions:** Use this form to rate student’s professional dispositions according to the following scalc:

2 = **Acceptable**

1 = **Developing**

0 = **Unacceptable**

N/A= Not addressed OR Not applicable to clinical site

**Musicality**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Most elements of musicality are incorrect and/or most are used incorrectly. The student is unaware of where improvement needs to be made or evidence not submitted. | Some elements of musicality are correct and/or some are used correctly. The student is aware of where improvement is needed (shown in comments). | Musicality is present far beyond what is on the written page and in an appropriate manner for the music. Mastery is evident. |
| **Score** |  |

**Engagement**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Candidate is noticeably disengaged during class or activities and rarely participates in discussions even when prompted. | Candidate must be prompted to engage in discussions and conversations. | Candidate voluntarily participates productively in conversations, initiates participation in discussions, and responds substantively to others' contributions. |
| **Score** |  |

**Communication**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Verbal and/or written communication is often unclear, inappropriate, and/or unprofessional. For example, this can manifest as consistent errors in writing conventions (spelling, punctuation, grammar), or in the tone of email communication (e.g., starting an email with "Hey", or failing to use conventions in email communication). | Candidate's verbal and/or written communication skills are underdeveloped and/or at times unprofessional, but the candidate has shown improvement or an eﬀort to improve. | Candidate demonstrates verbal and written communication skills that are situationally appropriate for professional contexts and correspondence, characterized by clear verbal communication and the execution of clear, error-free writing. |
| **Score** |  |

**Flexibility/Tenacity**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| When faced with new, unexpected, or challenging situations, the candidate is unable to adjust or adapt. As an example, this could manifest as active resistance, immobility, extreme confusion, or strong negative emotional response to tasks. | Candidate falters when faced with new and/or unexpected situations, but is able to quickly recover with prompting and/or support. | Candidate demonstrates the ability to quickly adapt to new and/or unexpected situations while maintaining professional poise. |
| **Score** |  |

**Self-Reflection**

|  |  |  |
| --- | --- | --- |
| Unacceptable | Developing | Acceptable |
| Candidate rejects the need for self-reﬂection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs. | Candidate examines and reﬂects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs. | Candidate reﬂects on his or her own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identiﬁes and acts on areas needed for personal growth and/or change. |
| **Score** |  |

**Preparedness**

|  |  |  |
| --- | --- | --- |
| Unacceptable | Developing | Acceptable |
| Candidate is disorganized and unprepared for class or activities, exhibits poor time management, and/or requires signiﬁcant support to be prepared. | With prompting and a minimal amount of support, candidate is organized and prepared for class or activities, and manages her or his time well. | Independent of prompting or support, candidate is prepared for active participation in class or activities, is well organized, and exhibits good time management. |
| **Score** |  |

**Fairness, Equity, And Social Justice**

|  |  |  |
| --- | --- | --- |
| Unacceptable | Developing | Acceptable |
| Candidate exhibits favoritism, bias, or other behaviors indicating disregard for or ignorance of equity and fairness. This may manifest, for example, in deﬁcit oriented comments based on race, gender, ability/disability status, or economic status, or inability to recognize oppressive or prejudicial structures or behaviors on her/his part or the part of others. | Candidate is able to recognize her/his own or others' biased, unfair, or insensitive practices and identify appropriate solutions and steps for timely correction. | Candidate's words and actions exhibit fairness and a belief in equity. Candidate is able to take steps to correct her/his own biased behaviors and intervene appropriately in instances where bias or unfair practices manifest. |
| **Score** |  |

**Respect**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Candidate regularly exhibits a lack of respect for others. This can manifest in a number of ways, including (but not limited to): Talking over others, disagreeing in an unprofessional manner, refusing to listen to other points of view, and/or inappropriate nonverbal cues | Candidate has occasional but rare lapses in respect for others( (e.g. collogues, instructors, supervisors, clients). This can manifest in a number of ways, including (but not limited to): Talking over others, disagreeing in an unprofessional manner, refusing to listen to other points of view, and/or inappropriate nonverbal cues | Candidate demonstrates and models respect for all (e.g. collogues, instructors, supervisors, clients). |
| **Score** |  |

**Ethics**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Candidate has demonstrated disregard for the standards of honesty, integrity, and ethics. Examples include violations of the Academic Integrity Policy and/or the Student Code of Conduct. | Candidate has demonstrated an understanding of the standards of honesty, integrity and ethics. Work that is turned in is authentic and original, with rare technical breaches in the appropriate use of citations. | Tasks (e.g., assignments) and interactions are characterized by standards of honesty, integrity and ethics. Work that is turned in is authentic, original, and uses proper citations as applicable. |
| **Score** |  |

**Professional Attendance**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Candidate is unprofessional in attendance habits, possibly including regular tardiness or absences, or leaving (or preparing to leave) early. Attendance policies outlined (e.g., in the syllabus) have been repeatedly violated. | Candidate meets the minimum attendance policies outlined (e.g., in the syllabus); Candidate’s communication regarding attendance is partial or inconsistent. | Candidate is punctual and present for the full session of all meetings (e.g., class) or experiences. In rare cases where extenuating and unpreventable circumstances result in an absence or tardiness, the candidate initiates clear communication in a timely and professional manner. |
| **Score** |  |

**Emotional Maturity**

|  |  |  |
| --- | --- | --- |
| **Unacceptable** | **Developing** | **Acceptable** |
| Candidate's behavior suggests a persistent lack of the necessary emotional maturity to be an educator. Examples might include (but are not limited to) emotional volatility, lack of independence, lack of ability to cooperate with others, and/or self-centeredness. | Candidate has rare but concerning moments where their emotional maturity could be questioned. | Behavior suggests that the candidate possesses the requisite emotional maturity to be an educator. |
| **Score** |  |

## Appendix B: Information on Licensure and Board Certification

[Certification Board for Music Therapists, Inc](https://cbmt.org./).

[License Requirements for Creative Arts Therapists](American%20Music%20Therapy%20Association)

## Appendix C: Mandatory Professional Licensure Disclosure

New York State takes pride in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY’s academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY New Paltz provides the following disclosure related to the educational requirements for professional licensure and certification.[i](#_bookmark0)

This Disclosure is strictly limited to SUNY New Paltz’s determination of whether its educational program, ***Master of Science (MS) in Music Therapy****,* if successfully completed, would be sufficient to meet the educational licensure or certification requirements in a State for ***creative arts therapist***.[ii](#_bookmark1) SUNY New Paltz cannot provide verification of an individual’s ability to meet licensure or certification requirements unrelated to its educational programming. Such individual determinations are made by state licensing boards and are fact-specific determinations.

This disclosure does **not** provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does **not** account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made. **Enrolled students and prospective students are strongly encouraged to contact their State’s licensure entity to review all licensure and certification requirements imposed by their state(s) of choice.** You may find it helpful to consult the [American Music Therapy](https://www.musictherapy.org/about/requirements/) [Association](https://www.musictherapy.org/about/requirements/) and/or the [Certification Board for Music Therapists](https://www.cbmt.org/state-requirements/) for this purpose.

* SUNY New Paltz has designed an educational program curriculum for a ***Master of Science (MS) in Music Therapy*** that, if successfully completed, **is sufficient to meet** the licensure and certification requirements for a ***creative arts therapist*** license in the following states[iii](#_bookmark2): **New York**
* SUNY New Paltz has designed an educational program curriculum for a ***Master of Science (MS) in Music Therapy*** and currently has made no determination that the curriculum is **insufficient to meet** the licensure and certification requirements for ***creative arts therapist*** in any of the 50 states and territories.
* After making all reasonable efforts, SUNY New Paltz **cannot determine** whether its educational program curriculum for a ***Master of Science (MS) in Music Therapy****,* if successfully completed, is sufficient to meet the licensure and certification requirements for ***creative arts therapist*** in the following states and territories[iv](#_bookmark3):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alabama | Guam | Massachusetts | North Carolina | Tennessee |
| Alaska | Hawaii | Michigan | North Dakota | Texas |
| American Samoa | Idaho | Micronesia, Federated Statesof | Northern Mariana Islands, Common-wealth of | Utah |
| Arizona | Illinois | Minnesota | Ohio | Vermont |
| Arkansas | Indiana | Mississippi | Oklahoma | Virginia |
| California | Iowa | Missouri | Oregon | Virgin Islands |
| Colorado | Kansas | Montana | Republic of Palau | Washington |
| Connecticut | Kentucky | Nebraska | Pennsylvania | West Virginia |
| Delaware | Louisiana | Nevada | Commonwealthof Puerto Rico | Wisconsin |
| District ofColumbia | Maine | New Hampshire | Rhode Island | Wyoming |
| Florida | Maryland | New Jersey | South Carolina |  |
| Georgia | Marshall Islands,Republic of | New Mexico | South Dakota |  |

i The terms related to creative arts therapy, including licensure and certification, among others, vary by state and your state may use different terms.

ii This determination is based on the educational and curricular requirements of each state for licensure (i.e., excluding any special, temporary licensure that may be granted) and does **not** imply that other requirements for licensure do not exist or have been determined to have been met by this program or that any necessary approvals for clinical placements have been secured at the time of enrollment. An unencumbered creative arts therapist license in the state of intended practice is a requirement of entry and continuation in the program. Each student should verify their particular situation with their intended state’s licensing entity.

iii If the State does not regulate/license creative arts therapy, SUNY New Paltz’s program has been determined to be sufficient for these purposes.

iv This does not mean the educational program will not ultimately be approved by the state entity, or that licensure could not result from attending this program

## Appendix D: Professional Organizations

[American Music Therapy Association](https://www.musictherapy.org/)

[Mid-Atlantic Region of the American Music Therapy Association](https://mar-amta.org/)

[New York Music Therapy Association](https://www.nymusictherapy.org/)

[LCAT Advocacy Coalition](https://www.lcatcoalition.org/)