



**GEORGIA  
COLLEGE**

GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

**College of Health Sciences  
Music Therapy Program**

**Undergraduate Handbook**

**2019-2020**

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*Welcome!*

*Welcome to Georgia College & State University, the College of Health Sciences, Department of Creative Arts Therapies, and Music therapy Program. We are honored that you have chosen us for your music therapy academic and clinical training. Our goal is to provide you with a comprehensive and competency based education that will allow you to succeed as a student, student clinician, intern, and credentialed music therapy professional.*

*We have a diverse and dedicated group of music therapy faculty and staff with a wide variety of backgrounds in music therapy clinical practice, teaching, and research. We look forward to sharing our experiences with you as you continue to advance your own clinical style.*

*We look forward to getting to know you. Please drop by our office whenever you would like to chat. Again, on behalf of the entire Department of Creative Arts Therapies, welcome!*

*Music Therapy Faculty*

## **Music Therapy Faculty & Staff**

**Ms. Vicky Robinson, MS, LPMT, MT-BC**  
**Senior Lecturer**  
**Graduate Coordinator**

**Ms. Katie Whipple, MMT, LPMT, MT-BC**  
**Lecturer**  
**Undergraduate Coordinator**

**Ms. Laurie Peebles, MS, LPMT, MT-BC**  
**Assistant Professor**

**Mr. Jimmy Helms, MMT, LPMT, MT-BC**  
**Part-time Lecturer**

**Ms. Susan Craig, LPMT, MMT, MT-BC, NHA, MBA**  
**Part-time Lecturer**

**Mrs. Tammie Burke**  
**Coordinator of Office Services**



# *About Music Therapy*



## About Music Therapy Narrative

**Music Therapy** is an allied health profession which combines the creative and healing aspects of music to attain quality of life through the enhancement of mental and physical well-being. This quality of life is based on principles of self-determination and self-actualization.

**The Music Therapist**, with a clear respect for human dignity, structures music experiences to assist people in discovering their full potential and in achieving desired behavioral changes. Music therapists assess emotional well-being, physical health, social functioning, communication abilities, and cognitive skills through musical responses. They design music therapy sessions for individuals and groups which may include music improvisation, song writing, lyric analysis, music and imagery, music performance, and learning through music. Music therapists also participate in multidisciplinary treatment planning, ongoing evaluation, and follow up.

**Music Therapy Clients** come from diverse backgrounds. Music therapists have the rare opportunity to work with a variety of different people of differing ages--from infants to older adults, from people who are developmentally delayed, mentally ill, or physically disabled to those who are learning disabled, emotionally disturbed or chemically dependent. More innovative programs have been started for people with life-threatening illnesses, for abused women and children, hospice care as well as in birthing centers.

**Music Therapy Training at Georgia College** is in the mentor-apprentice tradition, with small student-to-faculty ratios. Opportunity for clinical experience in the community is diverse, ranging from traditional to innovative health care areas. In addition, GC has a state-of-the-art music therapy clinic for use by students, faculty and the community.

## Admission Information

### Admission into Music Therapy

Each incoming music therapy major will be given an entrance audition and interview. The purpose of these auditions/interviews is to assess the student's level of preparation upon entering Georgia College and to acquaint the music therapy/music faculty with the student's potential. For those students who have not auditioned before registration, a time suitable to both students and faculty will be scheduled so that all auditions/interviews may be completed during the first semester. Auditions are scheduled through using the audition application (<http://www.gcsu.edu/health/therapy>). Students may not begin major lessons without a successful audition but may take MUST 2110 – Introduction into Music Therapy and audition again in the spring.

Upon completion of the entrance auditions, the faculty may make one of the following recommendations:

1. That the student be accepted.
2. That the student take non-music major lessons and audition again.

The student will be notified of the final decision by letter.

### Requirements of the Entrance Audition/Interview

Prospective piano majors are expected to perform two compositions (performing from memory is strongly encouraged) of contrasting character from the classical piano repertoire. Prospective instrumental majors are expected to perform two solo compositions or etudes of contrasting character or two movements of a contrasting character from a large work. Prospective voice majors are expected to perform two songs from memory, at least one of which is from the standard classical vocal repertoire. Pieces with piano or orchestral accompaniment should be performed with piano accompaniment. If you choose not to bring your own, an accompanist a staff pianist will be provided. Music Therapy and composition majors who have an instrumental emphasis will audition on those instruments. Students will be asked to fill out a form that summarizes their musical training and experience (i.e. method books used, studies and literature studied). An audition tape may be used (audio or video) in cases where a live audition is impractical. However, such students, having been accepted into the department, will perform in an audition at the beginning of their first term, before they register for applied study. The student may also be asked to play all Major and minor scales, multiple octaves ascending and descending, and an excerpt of sight-reading. New age, popular, contemporary praise/worship, and other similar styles of music will not be accepted.

### Acceptance as a Candidate for the Bachelor of Music Therapy Degree

At the conclusion of their sophomore year, music therapy majors must successfully pass a formal interview/audition for official acceptance as a candidate for the Bachelor of Music Therapy Degree. As part of the interview, each student will be asked to discuss music therapy, its definition, and their expectations for a career in music therapy. As part of the audition, students should be prepared to perform one pieces on their principal instrument and to accompany themselves on guitar and piano with ten songs each.

In order to be eligible to take the Candidacy Interview/Audition, each student must have successfully completed their Freshmen/Sophomore music & music therapy courses, their Guitar & Piano Proficiency Tests, and have a minimum cumulative GPA of 2.5. Once accepted as a candidate for the Bachelor of Music Therapy Degree, music therapy majors must maintain this minimum GPA of 2.5.

**Background Check and Drug Testing**

Many agencies where clinical and practical experiences take place require students to undergo a criminal background check, urine drug screens and to meet the CDC standards for immunizations for health care professionals. Students desiring to enter a Music Therapy Program should consider these requirements. Agencies may refuse any student based on inability to meet these guidelines or other agency guidelines. Refusal of an agency to accept a student may delay or prevent a student from completing a program. Certification agencies may also refuse to license individuals who have committed certain criminal acts or other acts of moral turpitude.



# *Curriculum*

## **Curriculum Overview**

The Bachelor of Music Therapy degree at Georgia College consists of 4 years of academic work and 180 hours of pre-internship experiences, followed by 1020 hours of part-time or full-time, off campus internship. A 3 years plus internship option is also available if summer courses are taken. It is designed for those desiring a career in music therapy. Upon successful completion of this degree, students are eligible to take the board

exams for certification by the Certification Board for Music Therapists (CBMT). Fine musicianship, a prerequisite for music therapy training, comes only with talent, effort, and time. Consequently, music therapy majors start their music studies concurrently with their general core courses. The remainder of the music therapy curriculum consists of studies in theoretical and clinical music therapy, special education, psychology, and other behavioral & social sciences. For an entire listing of course requirements and for a suggested progression through the curriculum required for the Bachelor of Music Therapy degree, refer to the recommended BMT Course of Study on the pages which follow.

In addition to fulfilling the requirements set out in the following pages, music therapy majors must maintain a minimum GPA of 2.5 and, in order to meet AMTA requirements, attain a minimum grade of C in all courses with the MUST or MUSC/MUED/MUEN/MUAP prefix.

### **Clinical Hours Requirement:**

The requirement of 180 hours of pre-internship clinical experiences is divided into the following categories:

**Pre-Practicum Hours:** Minimum of 45 hours. These hours must be completed, documented, and approved by the Music Therapy faculty prior to beginning MUST 4110 or MUST 4021. Required courses of Introduction to Music Therapy (MUST 2110), Music and Recreation (MUST 2121), Methods & Materials in Music Therapy I (MUST 2510) and Methods & Materials in Music Therapy II (MUST 2520) will structure and supervise these clinical experiences.

**Practicum Hours:** Minimum of 80 hours. These hours must be completed under the direct supervision of music therapy faculty. Required courses of Practicum with Children (MUST 4110) and Practicum with Adults (MUST 4120) will structure and supervise these clinical experiences. Documentation will contain assessment procedures, treatment plans, formal progress notes, evaluation, and closure documentation.

**Advanced Practicum Hours:** Minimum of 55 hours. These hours must be completed under the direct supervision of music therapy faculty. Advanced Practicum (MUST 4030) will structure and supervise these clinical experiences (40 hrs.). Additional 15 hours will be gained outside of courses and approved by music therapy faculty.

<b>Fall Semester</b>		<b>Spring Semester</b>	
MUAP 1100 Applied Study	1 _____	MUAP 1100 Applied Lessons	1 _____
MUEN 1000 Large Music Ensemble	1 _____	MUEN Large Music Ensemble	1 _____
MUST 0001 First Year Seminar (only new Freshmen-doesn't count toward 124 hours)	1 _____	MUSC 1990 Recital Attendance	0 _____
MUST 2110 Intro to Music Therapy	3 _____	CORE: A1 English 1102	3 _____
MUSC 1990 Recital Class	0 _____	CORE: D Math	3 _____
MUSC 1500 Elementary Theory I	3 _____	MUSC 1510 Elementary Theory II	3 _____
MUSC 1501 Elementary Theory I Lab	1 _____	MUSC 1511 Elementary Theory II Lab	1 _____
CORE: A1 English 1101	3 _____	GC1Y 1000	3 _____
CORE: A2 Math	3 _____	MUST 2121: Music & Recreation	2 _____
*a		*a,b	
Total	16 Hrs.	Total	17 Hrs.
Hrs.	14		
<b>SOPHOMORE YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MUAP 1100 Applied Study	1 _____	MUAP 1100 Applied Lessons	1 _____
MUEN 10_0 Large Music Ensemble	1 _____	MUEN 10_0 Large Music Ensemble	1 _____
MUSC 1990 Recital Attendance	0 _____	MUSC 1990 Recital Attendance	0 _____
MUSC 2500 Advanced Theory I	3 _____	MUSC 2510 Advanced Theory II	3 _____
MUSC 2501 Advanced Theory II Lab	1 _____	MUSC 2511 Advanced Theory II Lab	1 _____
CORE: C2 MUSC 1200	3 _____	MUST 2400 Piano for Therapists	2 _____
MUST 2510: Methods & Materials I	2 _____	CORE: GC2Y Global Perspectives	4 _____
MUST 2300 Guitar for Therapists I	2 _____	Core E: History	3 _____
Core E: PSYCH 1101 Introduction to Psychology	3 _____	MUST 2520: Methods & Materials II	2 _____
Total	16 Hrs.	Total	17 Hrs.
<b>JUNIOR YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MUAP 3100 Applied Study	1 _____	MUAP 3100 Applied Study	1 _____
MUEN Large Music Ensemble	1 _____	MUEN 30_0 Large Music Ensemble	1 _____
MUST 4011 MT Principles	3 _____	MUSC 3550 Orchestration/Arranging	2 _____
MUST 4110 Practicum with Children	1 _____	MUST 4021 MT Principles with Adults	3 _____
MUST 3520 Research in Music	3 _____	MUST 4120 Practicum with Adults	1 _____
CORE C1: Humanities & Ethics	3 _____	MUST 3510 Psychology of Music	3 _____
Core E: POLS 1150	3 _____	CORE D Science	4 _____
Total	15 Hrs.	<b>*Apply for Graduation</b>	
		Total	15 Hrs.
<b>SENIOR YEAR</b>			
<b>Fall Semester</b>		<b>Spring Semester</b>	
MUSC 3400/50 Intro to Choral/ Instrumental Conducting	2 _____	PSYC 3200 Abnormal Psychology	3 _____
BIOL 2160/HSCS 2813 Anatomy/Human Structure	4 _____	MUSC 3610 Music History Survey II	3 _____
MUSC 3600 Music History Survey I	3 _____	MUST 4410 Leadership in MT	2 _____
CORE: D Science	4 _____	MUST 4420 Improv. In MT	2 _____
MUST 4030: Advanced Practicum	1 _____	MUST 3600 Instrumental Survey	3 _____
Total	14 Hrs.	MUST 4030 Advanced Practicum	1 _____
		Total	14 Hrs.
<b>Fall Semester</b>		<b>Spring Semester</b>	
MUST 4990 (1) (6 month internship)	1-12 Hrs	MUST 4990 (1) (6 month internship)	1-12 Hrs

**TOTAL for GRADUATION: 124**

If Music Therapy Piano & Guitar Proficiency Not Passed: a. MUSC 1210 (Class Piano I) and or MUSC 1220 (Class Piano II) (1 credit)  
b. MUST 2250 Guitar (2 credits)

**BACHELOR OF MUSIC THERAPY 3 YEAR + INTERNSHIP**

**FRESHMAN YEAR – Fall**

**FRESHMAN YEAR – Spring**

**FRESHMAN YEAR - Summer**

MUAP 1000 Applied Study 1	MUAP 1000 Applied Study 1	MUST 2510 Methods I 2
MUEN 1000 Large Ensemble 1	MUEN 1000 Large Ensemble 1	MATH Core D 3
MUST 0001 1 <sup>st</sup> Year Seminar 1	MUSC 1990 Recital Class 0	MUST 2300 Guitar for Therapists 2
MUST 2110 Intro to Music Therapy 3	MUSC 1510 Elementary Theory II 3	GC1Y 1000 Critical Thinking 3
MUST 1990 Recital Class 0	MUSC 1511 Elementary Aural Skills II 1	Total 10 Hrs.  10 Hrs.  10 Hrs.
MUSC 1500 Elementary Theory I 3	ENG 1102 English 3	
MUSC 1501 Aural Skills I 1	PSYCH 1101 ? Core 3	
ENG 1101 English 3	MUST 2121 Music & Rec. 2	
MATH (Choice) 3		
Total 16 Hrs.	Total 14 Hrs.	
Total 16 Hrs.	Total 14 Hrs.	
<b>SOPHOMORE YEAR - Fall</b>	<b>SOPHOMORE YEAR - Spring</b>	<b>SOPHOMORE YEAR - Summer</b>

MUAP 1100 Applied Study 1	MUAP 1100 Applied Study 1	MUST 4420 Improv for Therapists 2	
MUEN 1000 Large Ensemble 1	MUEN 1000 Large Ensemble 1	MUST 3520 Research in Music 3	
MUSC 1990 Recital Class 0	MUSC 1990 Recital Class 0	Core E 3	
MUSC 2500 Advanced Theory I 3	MUST 4021 Principles with Adults 3	Total 8 Hrs. 8 Hrs.	
MUSC 2501 Advance Aural Skills I 1	MUST 4120 Practicum with Adults 1		
Core D Science: Choice 3	MUSC 2510 Advanced Theory II 3		
Core D Lab: Choice 1	MUSC 2511 Advanced Aural Skills II 1		
MUSC 1200?: Choice 3	GC2Y Global Perspective 4		
MT Methods & Materials II 2	MUST 2400 Piano for Therapists 2		
MUST 3600 Instrumental Survey 3	MUST 3510 Psychology of Music 3		
Total 18 Hrs. 18 Hrs.	Total 19 Hrs. 19 Hrs.		
<b>JUNIOR YEAR - Fall</b>	<b>JUNIOR YEAR - Spring</b>		<b>JUNIOR YEAR - Summer</b>

MUAP 3000 Applied Study 1	MUAP 3000 Applied Study 1	BIOL 2160/HSCS 2813 Anatomy 4
MUEN 3000 Large Ensemble 1	MUEN 3000 Large Ensemble 1	MUST 4030 Advanced Practicum           Total 5 Hrs.  4 Hrs.
MUST 4011 MT Principles with Children 3	MUSC 3550 Orchestration/Arranging 2	
MUST 4110 MT Practicum with Children 1	MUSC 3610 Music History II 3	
MUSC 3600 Music History I 3	Science: Choice 4	
Humanities and Ethics: Choice 3	MUST 4410 Leadership 2	
POLS 1150 Political Science 3	MUST 4030 Advanced Practicum 1	
MUSC 3550 Conducting 2	PSYC 3200 Abnormal Psychology 3	
Total 17 Hrs.	Total 17 Hrs.	
17 Hrs.	17 Hrs.	
<b>SENIOR YEAR - Fall</b>	<b>SENIOR YEAR - Spring</b>	
MUST 4990 MT Internship Variable 1-12	MUST 4990 MT Internship Variable 1-12	

## General Music Therapy Curriculum Information

### I. Music Placement Information

#### 1. Applied Lesson Instructor Placement

Music therapy majors will be assigned an applied lesson instructor by the Department of Music. Students are required to take one semester hour of applied lessons for 6 semesters.

## 2. Theory Placement Test

Transfer students and freshman must take an examination for the purpose of determining appropriate placement in the theory sequence. The Department of Music administers this test examination.

## II. Music Proficiency Information

### 1. Guitar Proficiency Requirements

Music Therapy Majors are required to meet certain standards in guitar proficiency. This is a prerequisite for acceptance as a candidate for the Bachelor of Music Therapy at the Junior level. Students may fulfill this requirement by:

- a. Successfully passing the Guitar Proficiency Test as part of the course requirements for MUST 2250 Class Guitar.
- b. Successfully passing the Guitar Proficiency Test by private appointment with the instructor of MUST 2250. See following pages for the Guitar Proficiency Test.

### 2. Piano Proficiency Requirements

All music therapy majors must meet certain standards in piano competency. This is a prerequisite for acceptance at the Junior level as a candidate for the Bachelor of Music Therapy degree. Students may fulfill this requirement by:

- a. Successfully passing with a minimum letter grade of C two (2) courses in Class Piano (MUSC 1210/1220) **or** Piano for Therapist I (MUST 2400)
- b. Success Passing the Piano Proficiency Test by private appointment with instructor or Piano for Therapists I.

Successful completion of the Piano Proficiency Test indicates that a student has acquired the minimum necessary skills. Internship sites typically expect greater skills and students are subsequently expected to continue with independent practice or elective courses offered in the Music Therapy Program.

## Guitar Proficiency Test

**Successful Completion Date:**

End of second semester of the freshman year (after completion of MUSC 2250 & MUST 2120 Music and Recreation)

- \_\_\_\_\_ 1. Correctly identify each guitar string by note, name, & number.
- \_\_\_\_\_ 2. Demonstrate the ability to tune the guitar using relative tuning (55545). **Criterion:** Correct within 5 minutes.
- \_\_\_\_\_ 3. Demonstrate I, IV, V, V<sup>7</sup>, I chord changes in the following major keys:  
 C \_\_\_ D \_\_\_ E \_\_\_ G \_\_\_ A \_\_\_ F\_\_\_
- \_\_\_\_\_ 4. Demonstrate I, iv, V<sup>7</sup>, I in the following minor keys:  
 Am \_\_\_ Em \_\_\_
- \_\_\_\_\_ 5. Demonstrate the ability to use the capo for transposition. **Criterion:** Correct in 2 trials.
- \_\_\_\_\_ 6. Demonstrate the ability to transpose using I, IV, V, V<sup>7</sup> chords in keys C, G, D, A, & E, F (from one to the other).
- \_\_\_\_\_ 7. Demonstrate the ability to play accompanimental chords in the 12-bar blues harmonic pattern. **Criterion:** Correct in 2 trials.
- \_\_\_\_\_ 8. Demonstrate the ability to play using the following accompaniments:  
 \_\_\_\_\_ Strumming in duple & triple meter  
 \_\_\_\_\_ Bass strike & strum  
 \_\_\_\_\_ Fingerpicking
- \_\_\_\_\_ 9. Perform **two** prepared pieces appropriate for group singing, including an introduction. These may be chosen from The Melody Book (Hackett,) Handouts from Class Guitar. **Criterion:** Correct in 2 trials.

Student: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

## Music Therapy Piano Proficiency Test

1. Play and sing six (6) traditional, folk, and popular songs **by memory**, using three different accompaniment styles.
  - a. Play two with LH block chords, RH melody
  - b. Play two with LH broken chords, RH melody
  - c. Play two with LH bass note; RH chord
    - i. Play one with RH chord starting in root position
    - ii. Play one with RH chord starting in first inversion
2. Play the following chord progressions in this style: LH bass note, RH chord
  - a. [I-IV-V-I] in C, D, F, G, A, Bb
  - b. [i-iv-V(7)-i] in minor keys: a, e, b, d, g
3. Sight-read a simple melody (with chord names provided) and play a basic chordal accompaniment.

### **PORTFOLIO**

By the completion of student's 4 (or 3) years of studies (prior to internship) Music Therapy majors are expected to have developed a final professional portfolio consisting of: a professional website, a current curriculum vitae, a CD or mp3 recording of and lead sheets for original compositions for use in music therapy, a PowerPoint presentation of representative clinical work, and a clinical music therapy program proposal". This may use an electronic portfolio platform (example: Portfolium) or hard copy

## Internship

After successful completion of all other coursework and prior to graduation, music therapy majors are required to complete a full or part-time, 6-month music therapy internship (1,020 hours) at an AMTA-approved site or a site approved by the Program Coordinator of undergraduate Music Therapy, GC. Students are assisted in selecting appropriate internship sites from the wide variety located throughout the country, but ultimately each student is responsible for application and acceptance for internship.

### Internship Procedures: Time Line

#### *Junior Year:*

- ◆ Make an individual appointment with the Program Coordinator for Undergraduate Music Therapy to discuss internship.
- ◆ Decide priorities.
- ◆ Make initial inquiries.

#### *Senior Year:*

- ◆ 1 year prior to eligibility apply to a **maximum** of 4 sites (Eligibility: completion of all coursework, proficiency tests, letter of eligibility from the Chair of Creative Arts Therapies Department).

#### *Completion of Internship:*

- ◆ Graduation (students may participate in December or May graduation ceremony closest to their internship period; the internship must be completed no later than the following August).
- ◆ Apply to take the certification exam of the Certification Board for Music Therapists at the next exam date after internship completion.

### Internship Policies of the American Music Therapy Association:

1. Internship must be completed within 2 years of completion of coursework.
2. A student may have **no more than 4** current applications for internship in process. (Students are encouraged to have the maximum allowed to increase their chances of interning by the desired date; Application for internship is a competitive process.)
3. Students may apply for internship any time within 1 year of anticipated internship start date.
4. Students may contact any number of internship sites for preliminary information.

### Choosing an Internship Site: Considerations in Making a Decision

#### 1. *Financial:*

- ◆ Placements may or may not provide room and board or a stipend.

- ◆ Consider the cost of living if room and board is not provided; this will vary from location to location.
- ◆ Consider costs that might be incurred during your job search after graduation.

## 2. *Geographic*

- ◆ Are you willing to relocate? If so, you will have greater choice of internship sites.
- ◆ Consider the advantages of internship in a region where you would like to work later.

## 3. *Philosophy*

- ◆ What treatment philosophy do you wish to pursue?
- ◆ Get specific information on their philosophy, particularly if they have indicated an “eclectic” approach.

## 4. *Clientele*

- ◆ Consider with whom you would eventually like to work.
- ◆ Some sites provide experience with only one population, while others have two or three. If undecided, those with variety may be more helpful for you.

## 5. *Special Demands/Opportunities*

- ◆ Do they meet your needs and expectations?

## 6. *Student Evaluations*

- ◆ What do other interns think of this site?
- ◆ Have other interns had success in job placement there or in the neighboring community?

### **Intern Search:**

A listing of all available AMTA-accredited internship sites is available online at: [www.musictherapy.org](http://www.musictherapy.org) . This is an invaluable tool providing you with a variety of parameters by which to search out & find the

internship for you. University-affiliated internships are possible. Please see Program Coordinator for Undergraduate Music Therapy for details.

### **Letters of Inquiry:**

1. Emails of inquiry should be sent out at least 1 year in advance of your intended date of internship.
2. This correspondence should include: an introduction to yourself (who and where) and your anticipated dates of internship.
3. Most internship sites will respond with a formal application form and an information packet. Read these carefully and then write down any further questions you might have. As you compile this information, begin eliminating those which do not seem right for you.
4. Follow up those emails from sites which you are considering with a telephone call if you have any further questions. Telephone calls will indicate an interest on your part and can leave a good impression. Have questions written down before you call so that you will get all the information you need and so that you will sound organized.
5. If possible, a visit to your potential site might help you better determine if this is the place where you would like to live and work for 6 months.

### **Developing a List of Potential Sites:**

1. Develop a list of potential sites in the order of your preference.
2. Include at least two (2) alternative sites to apply to in case your choices become inactive or do not accept you.

### **The Application Process:**

1. Send applications to your four top internship choices. Provide a list of these sites and addresses to the Program Coordinator for Undergraduate Music Therapy, as he will have to send a letter to each confirming your eligibility to intern. Also, indicate start & end dates for each site.
2. Keep a copy of all correspondence/application forms that you send in case of any difficulties with the mail.
3. Use a filing system (electronic or index cards) to keep track of all applications and responses from internship sites.
4. You might want to follow up an application with a telephone call to confirm that they have received all the necessary materials from you, particularly your references. They may not telephone to request items they have not received.

### **Acceptance Letters:**

1. You are expected to acknowledge an internship acceptance in a timely fashion (30 days, unless otherwise specified).

2. Program Coordinator of Undergraduate Music Therapy at GC must be informed concerning when and where you have been accepted. A copy of your letter confirming your intent to intern at that site will suffice. Start and end dates of internship should be included. This information is given to the chair of music therapy to begin the contract procedures. **NOTE:** Even if you are accepted by the internship site, the internship itself is not guaranteed until a formal MOU (Memorandum of Understanding) is in place between GC and the internship site.
3. If one or more site accepts you, it is important for you to decline the offer of internship in writing as soon as possible (30 days, unless otherwise specified).

### **Internship Written and Presentation Requirements for Music Therapy Majors:**

1. One email concerning the events of the past month (to be received the last day of **every** month during your internship, regardless of when it starts; if an internship ends partway through the month, the final email should be postmarked the final day of internship). Send to [katie.whipple@gcsu.edu](mailto:katie.whipple@gcsu.edu)

Please Include:

- a) Month of internship
- b) Are you observing, co-leading, leading?
- c) What documentation are you doing?
- d) What meetings do you attend?
- e) What extra training have you received?
  
- f) Describe any interesting sessions or clients.
- g) What did you learn at GC&SU that is helping you?
- h) What do you wish you had learned more about?
- i) What is good about your internship?
- j) What concerns are you having?
  
2. One copy to be sent to the Program Coordinator for Undergraduate Music Therapy of **every** formal assignment required by internship supervisor (whether that assignment is in written or audiovisual format).
3. Each student is expected to present a workshop for current GC music therapy majors during or upon completion of the internship. This is arranged through the current president of the GC Music Therapy Society.

## **Individualized Intern Contract**

**Intern School: Georgia College**

**MT Faculty Advisor:**  
**Clinical Training Chair:**  
**Length of Internship:**

The intern must complete a minimum of 1200 hours of clinical training with at least 180 hrs in pre-internship experiences and with at least 1020 hrs in internship experiences.

The intern has completed at least 180 hours in pre-internship experiences.

The intern needs to complete a minimum of 1020 hours in internship experiences.

Starting date: \_\_\_\_\_

Projected completion date: \_\_\_\_\_

**Intern's Work Schedule:**

**Compensation & Benefits:**

**Clinical Training Chair Responsibilities:**

The Clinical Training Chair will provide the following supervision and support of the intern:

- Develop an individualized contract in partnership with the intern and academic faculty no later than the end of the first month of the internship.
- Provide the intern with a thorough orientation, including facility tour, review of AMTA documents, the CBMT Code of Professional Practice, applicable Policies and Procedures of the Site, and Intern Dismissal Policies.
- Provide viable music therapy role model for intern.
- Assign other professional staff (rehabilitation therapists) to provide support in the training process.
- Establish and coordinate a network of supportive professional contacts.
- Provide the intern with one hour of individual consultation per week.
- Provide the intern with an average of four hours per week of observation and constructive feedback.
- Complete and review midterm and final evaluations with the music therapy intern.
- Communicate information to the intern regarding ongoing seminars, conferences, workshops, and community resources.

Provide the intern with a site evaluation to be completed at the end of the internship and review with intern. Maintain continuous communication with the intern and his/her academic faculty. Initiate performance improvement plans with the intern and academic faculty, when necessary.

**Intern Responsibilities:**

The intern will...

- Adhere to AMTA National Roster Internship Guidelines, University affiliation guidelines, internship program personnel requirements, policies and procedures.
- Adhere to AMTA Standards of Clinical Practice and Code of Ethics.
- Seek feedback and clarification through regular communication with supervising therapist and/or Clinical Training Chair.
- Maintain regular communication with the academic faculty via monthly reports and calls when needed.
- Complete a midterm and final “intern self evaluation” and final “intern site evaluation”.
- Six months following the internship, complete the post internship site evaluation and send it to the Academic Faculty.

### **Academic Faculty Responsibilities:**

The Academic Faculty will:

- Complete initial evaluation of student’s professional competencies no later than the first day of the internship.
- Assist student and Clinical Training Chair with completion of individualized contract. Contract should be completed no later than the end of the first month of the internship.
- Maintain continuous communication throughout the internship with student and Clinical Training Chair via monthly student reports, feedback on written evaluations, and possibly one/two site visits.
- Monitor contractual agreement through review of mid term and final evaluation, intern self evaluation, and intern’s site evaluation.
- Verify, in consultation with the CTD, successful completion of internship per contractual agreement.

### **Student Competency Needs:**

(Based upon academic faculty’s assessment of student’s competencies; to be completed collaboratively by faculty, student, and CTD)

**Music Foundations needs:**

**Clinical Foundations needs:**

**Music Therapy needs:**

**Student's Improvement Plan:**

(To be completed collaboratively by faculty, student, and CTD; write in objective form and include level of performance expected at mid-term and final evaluation; identify method of evaluation, evaluator, and role of evaluator)

**Music Foundations:**

**Clinical Foundations:**

**Music Therapy:**

**By signing below, I the intern, acknowledge that I have read the contract and understand that I must fulfill it in order to successfully complete my internship.**

**Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_**

**By signing below, I the Academic Faculty, acknowledge that I have read the contract and will provide support to the intern during his/her internship as stated in the contract and abide by AMTA standards and guidelines.**

**Faculty Signature**

**By signing below, I the Clinical Training Chair, acknowledge that I have read the contract and will provide support to the intern during his/her internship as stated in the contract and abide by AMTA standards and guidelines.**

**CTD Signature \_\_\_\_\_ Date \_\_\_\_\_**

**American Music Therapy Association  
Professional Competencies**

**Preamble to AMTA Professional Competencies**

The American Music Therapy Association has established competency-based standards for ensuring

the quality of education and clinical training in the field of music therapy. As the clinical and research activities of music therapy provide new information, the competency requirements need to be reevaluated regularly to ensure consistency with current trends and needs of the profession and to reflect the growth of the knowledge base of the profession. The Association updates these competencies based on what knowledge, skills, and abilities are needed to perform the various levels and types of responsibilities to practice at a professional level.

In November 2005 the AMTA Assembly of Delegates adopted the Advisory on Levels of Practice in Music Therapy. This Advisory, which was developed by the Education and Training Advisory Board, distinguishes two Levels of Practice within the music therapy profession: Professional Level of Practice and Advanced Level of Practice. This Advisory describes the Professional Level of Practice as follows:

A music therapist at the Professional Level of Practice has a Bachelor's degree or its equivalent in music therapy and a current professional designation or credential in music therapy (i.e., ACMT, CMT, MT-BC, or RMT). At this level, the therapist has the ability to assume a supportive role in treating clients, collaborating within an interdisciplinary team to contribute to the client's overall treatment plan.

The AMTA Professional Competencies are based on music therapy competencies authored for the former American Association for Music Therapy (AAMT) by Bruscia, Hesser, and Boxhill (1981). The former National Association for Music Therapy (NAMT) in turn adapted these competencies as the NAMT Professional Competencies revised in 1996. In its final report the Commission on Education and Clinical Training recommended the use of these competencies, and this recommendation was approved by the AMTA Assembly of Delegates in November 1999. The AMTA Professional Competencies has had several minor revisions since its adoption in 1999.

## **A. MUSIC FOUNDATIONS**

### 1. Music Theory and History

1.1 Recognize standard works in the literature.

1.2 Identify the elemental, structural, and stylistic characteristics of music from various periods and cultures.

1.3 Sight-sing melodies of both diatonic and chromatic makeup.

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1.4 Take aural dictation of melodies, rhythms, and chord progressions.

1.5 Transpose simple compositions.

### 2. Composition and Arranging Skills

2.1 Compose songs with simple accompaniment.

2.2 Adapt, arrange, transpose, and simplify music compositions for small vocal and

nonsymphonic instrumental ensembles.

### 3. Major Performance Medium Skills

3.1 Perform appropriate undergraduate repertoire; demonstrate musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.

3.2 Perform in small and large ensembles.

### 4. Functional Music Skills

4.1 Demonstrate a basic foundation on voice, piano, guitar, and percussion.

4.1.1 Lead and accompany proficiently on instruments including, but not limited to, voice, piano, guitar, and percussion.

4.1.2 Play basic chord progressions in several major and minor keys with varied accompaniment patterns.

4.1.3 Play and sing a basic repertoire of traditional, folk, and popular songs with and without printed music.

4.1.4 Sing in tune with a pleasing quality and adequate volume both with accompaniment and a capella.

4.1.5 Sight-read simple compositions and song accompaniments.

4.1.6 Harmonize and transpose simple compositions in several keys.

4.1.7 Tune stringed instruments using standard and other tunings.

4.1.8 Utilize basic percussion techniques on several standard and ethnic instruments.

4.2 Develop original melodies, simple accompaniments, and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally.

4.3 Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group.

4.4 Care for and maintain instruments.

### 5. Conducting Skills

5.1 Conduct basic patterns with technical accuracy.

5.2 Conduct small and large vocal and instrumental ensembles.

### 6. Movement Skills

6.1 Direct structured and improvisatory movement experiences.

6.2 Move in a structured and/or improvisatory manner for expressive purposes.

**B. CLINICAL FOUNDATIONS****7. Therapeutic Applications**

7.1 Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.

7.2 Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.

7.3 Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)

7.4 Demonstrate basic understanding of the primary neurological processes of the brain.

**8. Therapeutic Principles**

8.1 Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.

8.2 Demonstrate basic knowledge of the dynamics and processes of therapy groups.

8.3 Demonstrate basic knowledge of accepted methods of major therapeutic approaches.

**9. The Therapeutic Relationship**

9.1 Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.

9.2 Establish and maintain interpersonal relationships with clients and team members that are appropriate and conducive to therapy.

9.3 Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.

9.4 Utilize the dynamics and processes of groups to achieve therapeutic goals

9.5 Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation on the therapeutic process.

**C. MUSIC THERAPY****10. Foundations and Principles**

Apply basic knowledge of:

10.1 Existing music therapy methods, techniques, materials, and equipment with their

appropriate applications.

10.2 Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.

10.3 The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.

10.4 The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.

10.5 Philosophical, psychological, physiological, and sociological basis of music as therapy.

10.6 Use of current technologies in music therapy assessment, treatment, evaluation, and termination.

## 11. Client Assessment

11.1 Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development.

11.2 Observe and record accurately the client's responses to assessment.

11.3 Identify the client's functional and dysfunctional behaviors.

11.4 Identify the client's therapeutic needs through an analysis and interpretation of assessment data.

11.5 Communicate assessment findings and recommendations in written and verbal forms.

## 12. Treatment Planning

12.1 Select or create music therapy experiences that meet the client's objectives.

12.2 Formulate goals and objectives for individual and group therapy based upon assessment findings.

12.3 Identify the client's primary treatment needs in music therapy.

12.4 Provide preliminary estimates of frequency and duration of treatment.

12.5 Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client.

12.6 Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.

12.7 Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).

12.8 Plan and sequence music therapy sessions.

12.9 Determine the client's appropriate music therapy group and/or individual placement.

12.10 Coordinate treatment plan with other professionals.

### 13. Therapy Implementation

13.1 Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.

13.2 Provide music therapy experiences that address assessed goals and objectives for populations specified in the Standards of Clinical Practice.

13.3 Provide verbal and nonverbal directions and cues necessary for successful client participation.

13.4 Provide models for and communicate expectations of behavior to clients.

13.5 Utilize therapeutic verbal skills in music therapy sessions.

13.6 Provide feedback on, reflect, rephrase, and translate the client's communications.

13.7 Assist the client in communicating more effectively.

13.8 Sequence and pace music experiences within a session according to the client's needs and situational factors.

13.9 Conduct or facilitate group and individual music therapy.

13.10 Implement music therapy program according to treatment plan.

13.11 Promote a sense of group cohesiveness and/or a feeling of group membership.

13.12 Develop and maintain a repertoire of music for age, culture, and stylistic differences.

13.13 Recognize and respond appropriately to effects of the client's medications.

13.14 Maintain a working knowledge of new technologies and implement as needed to support client progress towards treatment goals and objectives.

### 14. Therapy Evaluation

14.1 Design and implement methods for evaluating and measuring client progress and the effectiveness of therapeutic strategies.

14.2 Establish and work within realistic time frames for evaluating the effects of therapy.

14.3 Recognize significant changes and patterns in the client's response to therapy.

14.4 Recognize and respond appropriately to situations in which there are clear and present dangers to the client and/or others.

14.5 Modify treatment approaches based on the client's response to therapy.

14.6 Review and revise treatment plan as needed.

## 15. Documentation

15.1 Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.

15.2 Document clinical data.

15.3 Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner.

15.4 Effectively communicate orally and in writing with the client and client's team members.

15.5 Document and revise the treatment plan and document changes to the treatment plan.

15.6 Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.

## 16. Termination/Discharge Planning

16.1 Assess potential benefits/detriments of termination of music therapy.

16.2 Develop and implement a music therapy termination plan.

16.3 Integrate music therapy termination plan with plans for the client's discharge from the facility.

16.4 Inform and prepare the client for approaching termination from music therapy.

16.5 Establish closure of music therapy services by time of termination/discharge.

## 17. Professional Role/Ethics

17.1 Interpret and adhere to the AMTA Code of Ethics.

17.2 Adhere to the Standards of Clinical Practice.

17.3 Demonstrate dependability: follow through with all tasks regarding education and professional training.

17.4 Accept criticism/feedback with willingness and follow through in a productive manner.

17.5 Resolve conflicts in a positive and constructive manner.

17.6 Meet deadlines without prompting.

17.7 Express thoughts and personal feelings in a consistently constructive manner.

17.8 Demonstrate critical self-awareness of strengths and weaknesses.

17.9 Demonstrate knowledge of and respect for diverse cultural backgrounds.

17.10 Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.

17.11 Demonstrate skill in working with culturally diverse populations.

17.12 Adhere to all laws and regulations regarding the human rights of clients, including confidentiality.

17.13 Demonstrate the ability to locate information on regulatory issues and to respond to calls for action affecting music therapy practice.

17.14 Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice.

17.15 Demonstrate basic knowledge of music therapy service reimbursement and financing sources (e.g., Medicare, Medicaid, Private Health Insurance, State and Local Health and/or Education Agencies, Grants).

17.16 Adhere to clinical and ethical standards and laws when utilizing technology in any professional capacity.

## 18. Interprofessional Collaboration

18.1 Demonstrate a basic understanding of professional roles and duties and develop working relationships with other disciplines in client treatment programs.

18.2 Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.

18.3 Define the role of music therapy in the client's total treatment program.

18.4 Collaborate with team members in designing and implementing interdisciplinary treatment programs.

## 19. Supervision and Administration

19.1 Participate in and benefit from multiple forms of supervision (e.g., peer, clinical).

19.2 Manage and maintain music therapy equipment and supplies.

19.3 Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).

19.4 Write proposals to create new and/or maintain existing music therapy programs.

## 20. Research Methods

20.1 Interpret information in the professional research literature.

20.2 Demonstrate basic knowledge of the purpose and methodology of historical, quantitative,

and qualitative research.

20.3 Perform a data-based literature search.

20.4 Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.

## Evaluation of Student Competencies

(Initial/Midterm/Final)

Student's Name \_\_\_\_\_

Evaluator Katie Whipple

Affiliated College/University/Internship Site: Georgia College

Evaluator's address: CBX 067, Georgia College

City Milledgeville State GA Zip 31061

Telephone 478-445-2645 Fax 478-445-4532 E-mail katie.whipple@gcsu.edu

Please evaluate the student's level of performance in each of the following competencies by rating him/her according to the following scale:

- 4-Exceeds Entry Level Competence
- 3-Entry Level Competence
- 2-Below Entry Level Competence
- 1-Not Competent
- N/O-Not Observed

Base your evaluation on the level of competence you would expect in an **entry-level music therapist** (not entry-level MT intern). These competencies may have been met by fulfilling coursework and/or observed in supervised clinical training. Include comments when necessary.

Please consult the AMTA Professional Competencies for a complete description of all knowledge, skills, and abilities included in each of the areas below. If a student is not competent or below entry level competence in a particular area (i.e. 2.1 Compose songs with simple accompaniment), please notate the competency outline number in the target column.

MUSIC FOUNDATIONS	Rating	TARGET
Music Theory & History	_____	_____
Composition & Arranging Skills	_____	_____
Major Performance Medium Skills	_____	_____
Functional Music Skills	_____	_____
Keyboard Skills	_____	_____
Guitar Skills	_____	_____
Voice Skills	_____	_____
Non-symphonic Instrument Skills	_____	_____
Improvisation Skills	_____	_____

Conducting Skills

\_\_\_\_\_

Movement Skills

\_\_\_\_\_

CLINICAL FOUNDATIONS

Therapeutic Applications

\_\_\_\_\_

Therapeutic Principles

\_\_\_\_\_

The Therapeutic Relationship

\_\_\_\_\_

MUSIC THERAPY

Foundations and Principles

\_\_\_\_\_

Client Assessment

\_\_\_\_\_

Treatment Planning

\_\_\_\_\_

Therapy Implementation

\_\_\_\_\_

Therapy Evaluation

\_\_\_\_\_

Documentation

\_\_\_\_\_

Termination/Discharge Planning

\_\_\_\_\_

Professional Role/Ethics

\_\_\_\_\_

Interdisciplinary Collaboration

\_\_\_\_\_

Supervision & Administration of Programs

\_\_\_\_\_

Research Methods

\_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_



***General  
Information***

## General Information

### Facilities/Instruments/Equipment Available for Use by Music Therapy Majors

**Health Sciences Building** will be accessible for classes, study, rehearsal, music practice, or clinical practice during the following hours: Monday through Friday: 8:00 a.m. - 5:00 p.m.; other times will be by appointment. Eating, and drinking are **not** permitted in the classrooms.

#### Music Therapy Clinic Rooms

The GCSU Music Therapy Clinic rooms are available for student use during the course of their clinical practica. Scheduling must be approved in advance (see Tammie Burke, Coordinator of Office Services).

#### Music Therapy Instruments

Music Therapy instruments are located in the Improv Room 103 in the Health Sciences Building. The Music Therapy instruments include a full array of traditional accompaniment and percussion instruments, as well as contemporary technological instruments (e.g., autoharps, guitars, Orff instruments, drums, djembes, tubanos, hand held drums, bells, kokirikos, guiros, Omnichords, and electronic keyboards).

Instruments/equipment are available for loan **only** by music therapy majors (or those enrolled in music therapy courses) for practice and use during service learning and clinical practica. All those borrowing music therapy instruments/equipment must abide by the following policies:

#### Loan Policies

1. All equipment must be:
  - a. Signed out using the Circulation Binder in the student worker's office Room 146.  
**Hours of the student worker will be posted and instruments checked out/checked in will only be during the student worker's hours - please plan accordingly.**  
  
**Do not leave instruments without a signed in signature by the student worker or graduate assistant. You are responsible for any equipment or instruments until they are signed in.**
2. Should any equipment be damaged, lost, or stolen, the student is responsible for the cost of repairs or replacement as determined by the Chair of Music Therapy Department
3. As the equipment must be signed out by the Student Worker or Graduate Assistant - **PLAN AHEAD** - to check instruments in and out. Remember that borrowing music therapy equipment/instruments is a **privilege**, so be considerate of your fellow classmates in signing out & returning items.

## **Music Therapy Piano Lab and Recording Studio**

This state-of-the-art room is equipped with electric pianos, individual computers, and software to complete a variety of music therapy related activities. Hours of use are posted on the door. The recording equipment is available to all Music Therapy Majors after training is completed and skill acquisition forms are signed by the Chair of Music Therapy. Please see Jimmy Helms, Room 120, to utilize the equipment.

## **Keeping Involved**

The annual conference of the **American Music Therapy Association (AMTA)** is held each fall in varying cities throughout the country; attendance is approximately 2000. In addition, the annual conference of the **Southeastern Region of the AMTA** is held each spring in varying cities throughout the southeast region; typically attended by 200+ music therapists. These conferences provide an unparalleled learning opportunity and student attendance is strongly encouraged. Membership in the **Music Therapy Association of Georgia** is mandatory for all Music Therapy majors. This is an excellent way to meet potential internship supervisors, colleagues, and other students. This association focuses on job development in Georgia, government relations that effect music therapists, and education for the public to increase awareness of the profession of music therapy. Membership in the American Music Therapy Association is mandatory for juniors and seniors. Membership in the GCSU Music Therapy Society is mandatory for all freshmen and first year transfer students.

## **Clinical Requirements**

All students must have liability mal-practice insurance before beginning clinical classes.

<https://www.hpsso.com/>

## **Music Therapy Faculty Information**

### **Vicky Robinson, MS, LPMT, MT-BC**

Rank; Senior Lecturer

Academic Discipline: Music Therapy

Degrees Earned:

Bachelor of MT – Eastern New Mexico

Master of Science in Music Therapy – Radford University

In progress: Ph.D. – Adult Education

Membership in Professional Organizations:

Board Certified Music Therapist by the Certification Board for Music Therapists

Professional license of Georgia

Professional Members, AMTA

MTAG, Member

### **Ms. Katie Whipple, MMT, LPMT, MT-BC**

Rank: Lecturer

Academic Discipline: Music Therapy

Degrees Earned:

Bachelor of MT – GCSU

Master of Music Therapy – GCSU

In progress: Ed.D. – Higher Ed Leadership

Membership in Professional Organizations:

Professional Members, AMTA

MTAG, Member

Board Certified Music Therapist by the Certification Board for Music Therapists

Professional license of Georgia

### **Mr. Jimmy Helms, MMT, LPMT, MT-BC**

Rank: Lecturer

Academic Discipline: Music Therapy

Degrees Earned:

Bachelor of MT – Florida State

Master of Music Therapy – GCSU

Membership in Professional Organizations:

Professional Members, AMTA

MTAG, Member

Board Certified Music Therapist by the Certification Board for Music Therapists

Professional license of Georgia

**Ms. Susan Craig, LPMT, MMT, MT-BC**

Rank: Adjunct Instructor

Academic Discipline: Music Therapy

Degrees Earned:

Bachelor of Arts in Psychology and Music, UMBC

Master of Music Therapy, Florida State

Master of Business Administration, GCSU

**Creative Arts Therapies STAFF**

**Tammie Burke, Coordinator of Office Services**

**Health Sciences Building, Room 130**



**STUDENT HANDBOOK RECEIPT**

I have read the Georgia College & State University, College of Health Sciences, Music Therapy Undergraduate Student Handbook and agree to adhere to the policies stated herein.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\*When requested, signed form must be submitted to:

---For Music Therapy Students – Ms. Katie Whipple

It is required that a signed copy of this sheet is placed in your files in the Creative Arts Therapies Office.