

## 1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 9/12/2013

1b. Department/Division: Fine Arts - Music

1c. Contact Person

Name: Lori Gooding

Email: lori.gooding@uky.edu

Phone: 859-323-2905

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: MUS 434G

2c. Full Title: Music Therapy Clinical Skills

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

CLINICAL: 2

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: This course is designed to teach clinical applications of music skills (folk/rock guitar, percussion skills) and group leading/therapeutic interaction skills for music therapy practice. Students will have the opportunity to develop these skills in the classroom setting and implement the skills in community-based experiences. Special emphasis will be placed on developing the ability to simultaneously implement both music and group leading/interaction skills.

2k. Prerequisites, if any: Permission of the Instructor

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 6-12

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GMASC1|Geraldine Maschio|College approval for ZCOURSE\_NEW MUS 434G|20130507

SIGNATURE|CPHUR0|Christopher P Thuringer|Undergrad Council approval for ZCOURSE\_NEW MUS 434G|20140129

SIGNATURE|SKIPGRAY|Harold R Gray Jr|Dept approval for ZCOURSE\_NEW MUS 434G|20130416

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW MUS 434G|20130912

**Courses** **Request Tracking**

### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

	ID	Attachment
Delete	2202	Rationale for MUC 434G 9.11.13.docx
Delete	2203	MT rationale cover letter.docx
Delete	2476	MUS 434G MT Clinical Skills syllabus 10.02.13.doc

1

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

a. \* Submitted by the College of:  Submission Date:

b. \* Department/Division:

c.

\* Contact Person Name:  Email:  Phone:

\* Responsible Faculty ID (if different from Contact):  Email:  Phone:

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year

e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

Inquiry - Arts & Creativity       Composition & Communications - II

Inquiry - Humanities       Quantitative Foundations

Inquiry - Nat/Math/Phys Sci       Statistical Inferential Reasoning

Inquiry - Social Sciences       U.S. Citizenship, Community, Diversity

Composition & Communications - I       Global Dynamics

**2. Designation and Description of Proposed Course.**

a. \* Will this course also be offered through Distance Learning?  Yes  No

b. \* Prefix and Number:

c. \* Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):

f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>4</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> 2 Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale

h. \* Number of credits:

i. \* Is this course repeatable for additional credit?  Yes  No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

This course is designed to teach clinical applications of music skills (folk/rock guitar, percussion skills) and group leading/therapeutic interaction skills for music therapy practice. Students will have the opportunity to develop these skills in the classroom setting and implement the skills in community-based experiences. Special emphasis will be placed on developing the ability to simultaneously implement both music and group leading/interaction skills.

k. Prerequisites, if any:

Permission of the Instructor

i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 6-12

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identifi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- 
- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
  - The chair of the cross-listing department must sign off on the Signature Routing Log
  - In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
  - You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
  - In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

## Rationale for MUC 434G

**Rationale:** MUS 434G is designed for students entering music therapy at the graduate level who have not met the required professional-level (i.e., undergraduate level) competencies to be eligible for music therapy board certification. This course does not count toward the master's degree itself and is considered a prerequisite to the graduate degree. This course would allow students to acquire required competencies in the areas of musical and clinical skills if not previously acquired at the undergraduate level. Successful attainment of these competencies is necessary for advancement into and through the graduate degree itself.

**Proposal:** Creation of *MUS 434G: Music Therapy Clinical Skills*

**Justification:** MUS 434G is designed to incorporate professional (i.e., undergraduate) level competencies as set forth by the American Music Therapy Association (AMTA), the approving body for music therapy curricula. Competencies required by AMTA applicable to this course include:

- Keyboard skills
- Guitar skills
- Voice skills
- Percussion skills
- Music therapy foundations and principles

No existing UK course incorporates the above competencies into one course, nor does any course teach the specific content within each area designated by AMTA.

**Credits:** This course is a two-credit course. Given the range of competency areas that can be included in this course, two credits is the minimum at which the competencies could adequately be covered. This course is repeatable to allow students additional time to develop competency in the above areas if needed.

**Summary:** It should be stressed that MUC 434G centers around core professional level (i.e., undergraduate) music therapy competencies. No existing course at UK provides coverage of the above competencies for students who did not obtain them at the undergraduate level. Without this course, students would not be able to acquire prerequisites in a timely fashion, which would impede timely completion of the master's degree program as a whole. Creation of this course would ensure that students receive training in the required competencies areas as designated by AMTA, the approving body of music therapy programs.



Lori Gooding, PhD, MT-BC  
Director of Music Therapy  
[Lori.gooding@uky.edu](mailto:Lori.gooding@uky.edu)

September 11, 2013

David Olster  
Graduate Council

Dear Dr. Olster and Members of the Graduate Council:

Thank you for your phone call this afternoon. I appreciate your time.

As promised, my colleague Dr. Yinger and I have updated the rationale statements for *MUS 423G*, *434G*, and *435G*. Attached you will find the updated versions. In regard to the courses, please note the following:

- *MUS 423G*, *434G*, and *435G* are all part of the music therapy curricula at the University of Kentucky (UK) and should not be viewed independently but as part of a larger curricular structure.
- All three courses are designed to help students acquire professional level competencies not met during undergraduate training. Therefore, *MUS 423G*, *434G*, and *435G* should be considered prerequisites for the actual master's degree in music therapy.
- *MUS 423G*, *434G*, and *435G* must be completed by UK music therapy students if the competency areas covered in each course were not completed during undergraduate training. Students cannot progress in the master's degree program without successful completion of all needed music therapy-related 400G level courses, including *MUS 423G*, *434G*, and *435G*.

If you need any additional information do not hesitate to let me know. Thank you again for your time and assistance with this matter.

Sincerely,

Lori Gooding

Lori Gooding, PhD, MT-BC  
Director of Music Therapy  
[Lori.gooding@uky.edu](mailto:Lori.gooding@uky.edu)

September 11, 2013

David Olster  
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If you need any additional information do not hesitate to let me know. Thank you again for your time and assistance with this matter.

Sincerely,

Lori Gooding

## MUS 434G: Music Therapy Clinical Skills (2 credits)

Day/Time: TBA

Location:

Instructor:

Office:

Office hours: By appointment

Phone:

E-mail:

Blackboard site: [www.elearning.uky.edu](http://www.elearning.uky.edu)

Course Description: This course is designed to teach clinical applications of music skills (folk/rock guitar, percussion skills) and group leading/therapeutic interaction skills for music therapy practice. Students will have the opportunity to develop these skills in the classroom setting and implement the skills in community-based experiences. Special emphasis will be placed on developing the ability to simultaneously implement both music and group leading/interaction skills.

### Student Learning Outcomes:

Students will demonstrate mastery of guitar and percussion skills as applicable in assigned music therapy settings. Students will be expected to demonstrate mastery of skills from the following core content areas as applicable:

#### **Guitar skills and concepts:**

- (a) Chord mastery (Barre chords, seventh chords, diminished chords, power chords, etc.)
- (b) Accompaniment styles
- (c) Note and tab reading
- (d) Scales, common chord progression, and modulation techniques

#### **Group drumming skills and concepts:**

- (a) Drumming methods
- (b) Drum circle facilitation
- (c) Group drumming for various settings

#### **Group leading and therapeutic skills:**

- (a) Group dynamics and group management
- (b) Therapeutic processing and listening skills

Prerequisite: Permission of instructor.

### Required Materials:

1. Students are required to provide their own guitars (6-string, classical or folk style), with a neck or shoulder strap, a capo, a case, and a tuning device.
2. Guitar Vol. I by Jerry Snyder (Revised Edition - 1993) Belwin-Mills
3. Primary guitar song resource: 100 Greatest Songs of Rock and Roll, Hal Leonard.

Course Outline: Dates and times to be arranged.

Evaluation: Class instruction is competency-based. Consistent class attendance is consequential for learning.

Assignments: Students will be required to (a) participate in class, (b) complete two guitar checkups, (c) complete three percussion checkups, (d) complete a final guitar checkup and a final percussion checkup, (e) maintain a resource notebook with all session plans and repertoire, and (f) participate in community-based experiences as assigned.

Submission of Assignments: All assignments are due on the date listed on the syllabus. Exceptions will be made in the case of an excused absence; however, students must contact the professor prior to the class meeting following the absence to make arrangements. Assignments should be submitted as a hard copy unless otherwise noted.

Grading Policies: This course is designed to address deficiencies in undergraduate/entry-level requirements needed to obtain certification as a music therapist. Grading will be judged on competence, skill improvement, and scholarship. The grading rubric is as follows:

Undergraduate Assignments:

Assignment	Total Points
Music Skills Projects	50 (5 x 10 points each)
Community Applications Project	20
Individualized Final Project	20
Repertoire Notebook	10
Total	100

Graduate Assignments:

Assignment	Total Points
Music Skills Projects	50 (5 x 10 points each)
Community Applications Project	20
Individualized Final Project	30
Total	100

The grading scale is as follows:

Undergraduate Students		Graduate Students	
A	90-100	A	90-100
B	80-89	B	80-89
C	70-79	C	70-79
D	66-69	N/A	N/A
E	65-below	E	69-below
I	Incomplete	I	Incomplete

*Note: Incompletes (I) will be given at the discretion of the instructor for non-academic emergencies and unsatisfactory clinical progress. (Unsatisfactory clinical progress must be remediated for an "I" conversion.)*

**Attendance Policies:** Attendance is expected at all class meetings except in the case of University approved excused absences. Acceptable absences include: serious illness, illness/death of a family member, university-related trips, major religious holidays and other circumstances deemed a reasonable cause for nonattendance by the professor. ("Other circumstances" must be approved in advance.) The professor reserves the right to ask for verification form found at <http://www.uky.edu/StudentAffairs/UHS/>. Students with more than one absence for any reason will receive a 5-point deduction in their class participation grade for each subsequent absence.

**Academic Integrity, Cheating and Plagiarism:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Academic Accommodations: If you have a documented disability that requires academic accommodations, please set up an appointment with me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

Classroom Behavior, Decorum and Civility: Students are expected to follow all facility policies and procedures. Client/patient confidentiality must be maintained at all times. Students are also expected to adhere to the standards of practice and code of ethics set forth by AMTA and CBMT.

**Sample Course Calendar:**

<b>Week/Date</b>	<b>Topic/Assignments</b>
<b>GUITAR</b> Week 1/Jan 8	
Week 2/Jan 15	
Week 3/Jan 22	
Week 4/Jan 29	<b>Musical Skills Project #1</b>
Week 5/Feb 5	
Week 6/Feb 12	
Week 7/Feb 19	
Week 8/Feb 26	<b>Music Skills Project #2</b>
<b>PERCUSSION</b> Week 9/Mar 5	
Week 10/Mar 12	
Week 11/Mar 19	
Week 12/Mar 26	<b>Music Skills Project #3</b>
Week 13/Apr 2	
Week 14/Apr 9	<b>Music Skills Project #4</b>
Week 15/Apr 16	
Week 16/Apr 23	<b>Music Skills Project #5</b>
Exam week	<b>Individualized Project due Community Project due</b>

**Assignments:**

**Music Skills Projects**—Specific projects TBD based on student and setting needs. Projects will involve implementation of guitar and percussion skills appropriate for use in music therapy.

**Community Applications Project**—Students will participate in community-based applications of the skills learned in class. Projects will involve direct interaction with the community as well as related planning and documentation. *Note:* The project itself may be implemented across the semester as assigned by the professor, but the final write-up is due the last day of class. This “write-up” should include all planning materials, documentation, and music as applicable. Detailed info will be provided in class.

**Individualized Final Project**—The individualized final project will involve the application of both music and group leading/interaction skills. Students will work with the instructor to develop a project appropriate to their career goals. Additional community experiences may be incorporated into the final project as appropriate. *Note:* The project itself may be implemented across the semester as assigned by the professor, but the final write-up is due the last day of class. This “write-up” should include all planning materials, documentation, and music as applicable. Detailed info will be provided in class.