

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Submission Information

College/School

Herberger Institute for Design and the Arts (CHI)

Department/School

School of Music, Dance and Theatre (CMUSIC)

Submission Type

New Request

Requested Effective Date

Fall 2024

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

MUE

Course Number

381

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Music Therapy Research

Course Catalog Description

Statistics and research design appropriate for investigations in music therapy.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Prerequisite(s): ENG 101, 105, or 107 with C or better; MUE 384 with C or better; MUE 467 with C or better OR Visiting University Student

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

General Studies Gold Designation Request

Requested Designation

Social and Behavioral Sciences (SOBE)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[MUE381_Research_MusicTherapy_Spring2025_HdzRuiz.docx](#)

Social and Behavioral Sciences (SOBE)

Courses in social sciences and behavioral sciences expose students to the systematic investigation of human institutions, relationships, social structures, behavior, emotions, communication, and health. Students will learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences, and systems. They will learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

SOBE Learning Outcome 1: Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.

Music therapy is a profession and discipline at the intersection of healthcare, social sciences, and the arts, where human behaviors, emotions, health, and in some cases, systems and institutions (e.g., family, school), are modified to facilitate a healthy life. As such, music therapy research is anchored in research methodologies from the social and healthcare sciences, while also developing its own (i.e., arts-based research). Music therapy students, future clinicians, need to become apt consumers of such research to ensure that their clinical practice is evidence-based. For students wishing to continue their education, an initial understanding of the social science research methods supports their access to graduate degrees.

The following assignment is an example of how the students utilize social science approaches to examine human experiences and behavior in the course.

Research proposal (Group Research Project): Each student collaborates in small groups (2 or 3 students) to design a research proposal throughout the semester. The research project must be original research not used in any other class. This project constitutes 50% of their grade. The project include completion of human subjects certification, a one-page summary of the research protocol with appropriate resources, a rough draft of the research paper, a final research paper, a research poster, and a short video summarizing their research proposal. All these assignments entail different levels of writing, synthesizing, and critically examining their ideas. The semester-long project includes activities such as: identifying a topic of interest that represents a societal problem and can be addressed through music interventions; finding and reading research literature around the topic; elaborating a feasible research question; critically assessing and designing a research method; and writing a research proposal paper. Although this work is done in teams, every student needs to contribute equally. Students indicate their precise contributions to the document at the end of the semester and are graded accordingly.

Mini-experiment: Students complete one mini-experiment, where they collect simple surveys or social media data collection, run simple statistical tests (i.e., *t* tests) and evaluate and share their findings in class. This assignment is graded based on students' use of appropriate behavioral research questions, appropriate ways of obtaining data, good use of statistical tests, and critical interpretation of findings.

SOBE Learning Outcome 2: Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.

Throughout the course, students learn to describe and assess the strengths and limitations of behavioral or social science methods in understanding human behavior as evidenced by the following assignments.

Research Critiques: Each student must read at least 8 research articles related to their chosen topic during the semester and answer, in writing, several questions that indicate their comprehension of each article. These articles are selected by the students, or suggested by the instructor, as required to support their topic and argumentation, and include a combination of research reports, theoretical pieces, systematic reviews/meta-analysis, and methodological papers. The critique questions include, but are not limited to, the identification of research questions/hypotheses, methodological elements, and main contributions of the article. The students also need to provide an informed critique of the strengths and limitations of each article and its potential usefulness to their research proposal (group research project) and clinical practice.

Research Protocol: As students develop their research proposal, they have an opportunity mid semester to present a "grant proposal" to their peers based on their Research Protocol (one-page summary of their proposal). Students practice presenting to "grant funders" (i.e., their peers) in a 10-minute presentation. Classmates ask clarifying questions, provide feedback and "vote" on funding decisions. This process is a low-stakes, engaging assignment that allows students to critically assess the quality of research proposals (when listening to peer proposals), and further improve their own proposal.

Peer-editing of rough drafts: Students exchange manuscripts for peer review (Rough Draft of Research Paper). This assignment improves their assessment skills of viable research ideas, methods, and proposals, and helps them improve their own manuscripts.

Research poster and video presentations: Students develop a research poster (Research Poster), and a recorded video presentation (Video Presentation) to share their final proposal. Students share these materials during the last class period, and classmates ask questions and give feedback about the proposal, the poster, and the video. The feedback is incorporated into the final manuscript.

SOBE Learning Outcome 3: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

As future music therapists, students will need to communicate coherent, evidenced-based arguments. The following example demonstrates how these skills are built in the course:

Final Paper of Group Research Project: Students develop a research proposal throughout the semester. The project is broken into manageable steps. For the final paper, students submit a formal paper of their research proposal (at least 10 pages long), including a title page, abstract, introduction/review of literature, methods, discussion, and references, using APA-style format and incorporating all feedback provided by the instructor and peers in other assignments.

Research Protocol: As students develop their research proposal, they have an opportunity mid semester to present a “grant proposal” to their peers based on their Research Protocol (one-page summary of their proposal). Students practice presenting to “grant funders” (i.e., their peers) in a 10-minute presentation, where they need to provide a coherent and convincing argument about the relevance of their research proposal based on previous literature. Classmates ask clarifying questions, provide feedback, and “vote” on funding decisions. This process is a low-stakes, engaging assignment that allows students to critically assess the quality of research proposals (when listening to peer proposals), improve their ability to argue a point based on previous knowledge, and further improve their own proposal.

Mini-experiment: Students complete one mini-experiment, where they collect simple surveys or social media data collection, run simple statistical tests (i.e., *t* tests) and evaluate and share their findings in class. This assignment is graded based on students’ use of appropriate research behavioral question that can be answered quickly, appropriate ways of obtaining data, good use of statistical tests, and their ability to communicate a critical interpretation of findings.

List all course-specific learning outcomes. Where appropriate, identify the associated SOBE learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a SOBE learning outcome.

- 1, Demonstrate intermediate skills in research evaluation [SOBE 2], facilitation [SOBE 1], and communication. [SOBE 3]
2. Be knowledgeable of the main research methods used in music therapy [SOBE 1, 2, 3]
3. Develop emerging research skills to:
 1. Develop an appropriate research question [SOBE 1]
 2. Find and summarize literature that supports the exploration of that research question [SOBE 2, 3]
 3. Select an appropriate research design to answer the question [SOBE 1]
 4. Define the appropriate data analysis [SOBE 1, 2]

Form Submission - Proposer

Submitted for Approval | Proposer

Eugenia Hernandez Ruiz - April 2, 2024 at 6:43 AM (America/Phoenix)

Department Approval

Approved

Heather Landes

Karen Schupp - April 2, 2024 at 8:50 AM (America/Phoenix)

Syllabus was submitted to Kualu CM on 3/27

GSC Coordinator Review

Approved

Kaitlyn Dorson - April 2, 2024 at 9:39 AM (America/Phoenix)

Hold at Pre-GSC meeting step until course syllabus is approved in Kualu CM

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - April 2, 2024 at 11:26 AM (America/Phoenix)

Pre-GSC Meeting

Approved

Kaitlyn Dorson - April 3, 2024 at 2:18 PM (America/Phoenix)

April Randall

Social and Behavioral Sciences (SOBE) Subcommittee

Acknowledgement Requested

Jen Eden

Brandon Yoo

Emily Mertz

Revision request: Accentuates the research process and needs to demonstrate more emphasis on SOBE perspectives.

General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Klein

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Eugenia Hernandez Ruiz

College Notification

Notification

Stephani Etheridge Woodson

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin
