

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 12/19/2014

1b. Department/Division: Fine Arts - Music

1c. Contact Person

Name: David Sogin

Email: sogin@uky.edu

Phone: 257-1038

Responsible Faculty ID (if different from Contact)

Name: Olivia Yinger

Email: olivia.yinger@uky.edu

Phone: 218-0997

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 731

2c. Full Title: Music Perception and Cognition

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3 credits

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed for doctoral students with a concentration in music education and will cover the physiological, sensory, and organizational processes involved in music perception and cognition. It is also directed toward developing advanced competencies in understanding how music can be used to treat neurological disorders and stroke.

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SENATE COUNCIL

2k. Prerequisites, if any: Permission of Instructor

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

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?: 3-6

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:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

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?: Yes

If YES, list affected programs: Required for PhD in Music Education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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|JSC244|John W Scheib|MUS 731 NEW Dept Review|20141030

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 731 NEW College Review|20141201

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 731 NEW Graduate Council Review|20141222

SIGNATURE|JSC244|John W Scheib|MUS 731 NEW Dept Review|20141114

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 731 NEW College Review|20141203

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 731 NEW Graduate Council Review|20141222

Courses	Request Tracking
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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	4026	MUS 731 Music Cognition & Perception syllabus.pdf
Delete	4220	MUS 731 Project examples.pdf

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 ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

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 for doctoral students with a concentration in music education and will cover the physiological, sensory, and organizational processes involved in music perception and cognition. It is also directed toward developing advanced competencies in understanding how music can be used to treat neurological disorders and stroke.

k. Prerequisites, if any:

Permission of Instructor

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * 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? 3-6

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 ⁴for ANY program? Yes No

If YES ⁵, list affected programs:

Required for PhD in Music Education

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) ident 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.

⁴ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁵ The chair of the cross-listing department must sign off on the Signature Routing Log.

University of Kentucky School of Music
MUS 731
Music Perception and Cognition

Rationale for New Course

Recent advances in technology and enabled the study of human behavior to a new world of understanding human behavior. We can use various tools to measure human responses in terms of hearing, emotion, motor skills, and how the brain works. Music educators and music therapists need to understand how music affects human responses in many different situations. This course is designed to introduce to doctoral music students the latest research findings in human perception and cognition of musical stimuli, and tools they can use for their research related to human musical responses.

University of Kentucky School of Music
MUS 731
Music Perception and Cognition

Instructor: Olivia Yinger

E-mail: Olivia.yinger@uky.edu

Phone: 218-0997

Office: FA 105

Office hours: TBA

BlackBoard site: www.elearning.uky.edu

Course Description: This course is designed for doctoral students with a concentration in music education and will cover the physiological, sensory, and organizational processes involved in music perception and cognition. It is also directed toward developing advanced competencies in understanding how music can be used to treat neurological disorders and stroke.

Course Objectives/Outcomes: By course end, students will demonstrate an understanding of (a) how aspects of music, including pitch, timbre, loudness, and time, are perceived by the brain, (b) how listening to and performing music affect the way the brain processes pain, stress, movement, attention, memory, language, and affective responses, and (c) how music can be used therapeutically to help treat individuals with neurological disorders and stroke.

Prerequisites: Permission of Instructor

Required Materials:

Levitin, D. J. (2007). *This is your brain on music: The science of a human obsession*. New York: Plume. ISBN-13: 978-0452288522. Also available as an e-book:
<http://www.amazon.com/This-Your-Brain-Music-Obsession/dp/0452288525>.

Radocy, R. E., & Boyle, J. D. (2003). *Psychological foundations of music behavior*. Springfield, IL: Charles C. Thomas. ISBN-13: 978-0398073855.

University of Kentucky School of Music
MUS 731

Music Perception and Cognition

Exams and/or Assignments: Evaluation will be based on successful completion of the following assignments:

Assignment	Points
Participation	10
Written assignments	20 (4 x 5 points each)
Putting techniques into practice	15
Individual project	20
Midterm exam	15
Final exam	20
Total	100

Assignment Submissions: 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 via BlackBoard unless otherwise noted.

Grading Policies: Grading will be judged on competence, accuracy, and scholarship.

Course Grade	Points
A	90 to 100
B	80 to 89
C	70 to 79
E	69 and below
Incomplete	Incompletes (I) will be given at the discretion of the instructor for non-academic emergencies only

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

University of Kentucky School of Music

MUS 731

Music Perception and Cognition

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 are allowed two absences, after which the final grade will be lowered by one letter grade for each additional absence.

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) for coordination of campus disability services available to students with disabilities.

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. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. Additional info can also be found at <http://www.uky.edu/StudentAffairs/Code/part2.html>).

Classroom Behavior, Decorum and Civility: Please respect the rights of others by minimizing distractions during class settings. Please turn cell phones off and limit side conversations and unrelated computer use.

Professional preparation: Students are expected to demonstrate professionalism and ethical behavior in accordance with the American Music Therapy Association Code of Ethics (<http://www.musictherapy.org/about/ethics/>) and Standards of Practice (<http://www.musictherapy.org/about/standards/>).

University of Kentucky School of Music
MUS 731
Music Perception and Cognition
Course Topics Outline

Week	Topics/Readings	Assignments due
1	Introduction	
2	Foundations of Music	
3	Neuroanatomy refresher	Written Assignment 1
4	Neuroplasticity	
5	Pitch and timbre	Written Assignment 2
6	Loudness and time	
7	Music and human development	
8	Musical performance	Midterm exam
9	Affective response	
10	Sensorimotor functioning	Written Assignment 3
11	Pain and stress	
12	Attention and Memory	Written Assignment 4
13	Communication	
14	Musical interventions	
15	Assessments	Individual project presentations
16	Review	Putting techniques into practice
Exam week		Final exam

Description of Assignments

Individual Project: Students will complete one of the following for their individual project:

- a.) **Music therapy majors:** Select one of the following neurological disorders from the list below (or another, in consultation with the instructor). Write a 6-8 page paper (including references) in APA format on the cause, prevalence, neurophysiology, symptoms, and treatments for the neurological disorder you chose. Provide a brief summary of the music therapy research that has been conducted with this population. Present the findings of your paper to the class, along with a handout and a PowerPoint presentation.

ADHD	ALS
Alzheimer's disease	Aphasia
Autismspectrum disorders	Brain injury
Cerebral palsy	Multiple sclerosis
Huntington's disease	Parkinson's disease
Stroke	William's syndrome

- b.) **Music education majors:** Select one of the following topics (or another, in consultation with the instructor) and write a 6-8 page review of literature on the topic, including recommendations for future research. Your written assignment should be formatted in APA style (6th edition). Present the findings of your paper to the class, along with a handout and a PowerPoint presentation.

Prenatal neurological development	Neuromusical development in childhood
Musical expertise	Neural plasticity
Music and language	Music and emotion
Music and stress	Music and pain
Music and motor responses	Music and attention
Music and memory	