



MUE 161/162/502: Introduction to Music Therapy

T & Th /10:30 to 11:45 / **W218 (classroom)**

Instructor: Eugenia Hernandez Ruiz, PhD, MT-BC

Office Location: Music Building – Zoom only (Please note that this refers to my office location, not the classroom).

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Office hours: Mon 4:30 pm and Wednesday 12 pm, **Zoom only** (please send email to let Dr. Hernandez know that you are going to connect to the Zoom room). Others by appointment (email to schedule). <https://asu.zoom.us/j/3751698967>

Course Description

This course is an initial, required course for music therapy majors that provides essential understanding of the history of music therapy, treatment processes, populations served, and current issues in the profession.

From the catalog: Overview of the profession of music therapy and its applications in mental health, rehabilitation, and special education.

Enrollment Requirements

Music core courses with a minimum passing grade of C. Enrollment as a music therapy major or permission from the instructor

Student Learning Outcomes

By the end of the course, students will have initial understanding of the music therapy profession in regard to the following five areas:

- **Definition of music therapy**
- **History and evolution of the profession**
- **Approaches in music therapy**
- **Populations served by music therapy**
- **Treatment process in music therapy**

Course Objectives

Specific course objectives include:

1. Students will develop a working definition of music therapy and will understand the historical difficulties in creating a single definition.
2. Students will differentiate music therapy from music healing practices, personal use of music, and music as entertainment.
3. Students will explain the origins and evolution of the profession, and their relationship to current issues
4. Students will have an initial knowledge of the characteristics, needs, goals, and possible interventions of the main populations served by music therapists
5. Students will have an initial understanding of the treatment process (assessment, treatment planning, treatment delivery, documentation, and termination)
6. Students will develop and role-play music interventions for a given population based on music therapy treatment process, population needs, and emerging cultural competence

MUE 161-162/501 is designed to address the following standards from the American Music Therapy Association (AMTA Professional Competencies, 2013):

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.

Therapeutic Principles

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

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

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.

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.

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.

Therapy Implementation

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.

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

13.10 Implement music therapy program according to treatment plan.

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

Therapy Evaluation

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

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.

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.

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. (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.

Course Access

Your ASU courses can be accessed by both my.asu.edu and myasucourses.asu.edu; bookmark both in the event that one site is down.

Additional Requirements

This course requires the following technologies

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Classroom Technology

- It is encouraged that you bring technology (cell phones, tablets and laptops) to class to help you take notes and do research, however please turn off cell phone ringers and do not use your phone to make personal calls in class or use any technology to use social media in class. Do not answer your phone in class. If you believe you are receiving an emergency call, please step outside to take it.

Student Success and the Classroom Learning Community

To be successful:

- You are part of the learning community in this course and expected to engage with the material, discussion and activities with care and integrity, and to respect the rights of others in carrying out all academic assignments and classroom discussions. I expect active and informed participation in our class discussions, activities and creative practices. Part of the responsibility for that community learning is the health and wellbeing of others. As such, masks are required in the space to protect one another. We will follow all ASU policies and recommendations.

Additional Success Strategies

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)



Required Primary and Secondary Materials

Required Texts

Knight, A., LaGasse, B., & Clair, A.A. (Eds.) (2018). *Music therapy: An introduction to the profession*. American Music Therapy Association, Inc.: Silver Spring, MD

Suggested Texts

Davis, W.B., Gfeller, K.E., & Thaut, M.H. (2008). *An Introduction to Music Therapy Theory and Practice* (3rd Edition).

Darrow, A. A. (2008). *Introduction to approaches in music therapy*. Silver Spring, MD: American Music Therapy Association. (Optional to buy. Can be checked out in the ASU Library) Wheeler, B. (2015). *Music therapy handbook (Creative arts and play therapy)*. New York, NY: The Guilford Press

Bruscia, K. E., McShane, F., Burnett, J., & Ebrary., Inc. (2014). *Defining music therapy (3rd ed.)*. University Park, IL: Barcelona Publishers, Inc. ONLINE ACCESS: ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy1.lib.asu.edu/lib/asulib-ebooks/detail.action?docID=3117673>.

Supplemental Materials

Websites, Handouts and Information on Canvas



Anti-Discrimination Statement

The Herberger Institute of Design and the Arts at Arizona State University upholds, values, and cherishes student and faculty diversity, no matter the circumstance. As members of the ASU community, we are charged with challenging injustices and social inequities of any kind through education. These values are an integral part of our standing as an institution and must be upheld by all members of the ASU community, including but not limited to all Herberger Institute of Design and the Arts staff, faculty and students. The call is clear and present at ASU for every member of our community to do their part in fostering a culture of Inclusive Excellence that contributes meaningfully to lasting equity for all. For students and faculty alike, this culture of Inclusive Excellence creates role models, broadens perspectives, combats negative stereotyping and enables artists, designers and makers of the 21st century to think creatively, critically and, above all, compassionately about our impact on the world at large.

This course and Arizona State University welcomes all students regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship status, nationality and other diverse identities that we each bring to class. Each of us bear intersectional perspectives that are born out of our backgrounds and identities, and each of us has a contribution to make towards our culture of Inclusive Excellence. As your instructor, I expect that all of my students abide by the following community agreements:

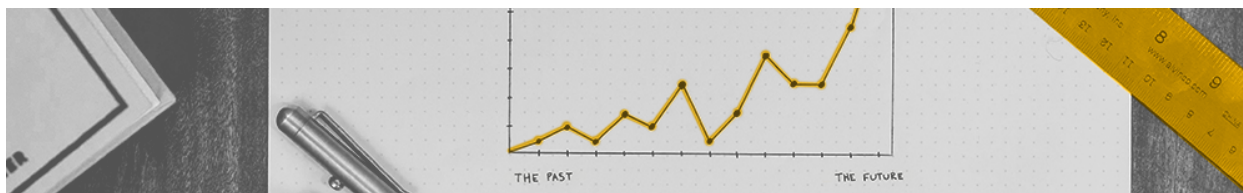
- to bring a willingness to deeply inspect your own assumptions about the world, identifying areas in which you may need to unlearn implicit biases and behaviors
- to help others learn by respectfully voicing your thoughts and reactions, acknowledging that they are partial to and shaped by the way you make sense of the world
- to demonstrate a curious and eager inquiry into how others make sense of the world

Diversity of experiences, backgrounds and opinions are essential to cultivating a rich academic environment which in turn strengthens our capacity to be ethical and empathetic creative-thinkers. I aim for students of all backgrounds to be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. The materials of this course, including readings and assignments, will reflect this commitment to diverse and inclusive knowledge. If a student feels that there has been a discrepancy between my teaching practices and the university's commitment to Inclusive Excellence, you are encouraged to discuss your concerns directly with me. I value your learning experience and welcome all opportunities to enrich the efficacy of this course for all student groups. Here are resources available to all students to report incidents of bias, harassment, and other forms of discrimination inside and outside the classroom:

- Unsure of whether the concern you experience or witness falls under the criteria of bias, harassment, and other forms of discrimination? You can fill out the Herberger Institute Community of Care form at herbergerinstitute.asu.edu/caring describing the situation. One of the members of the Herberger Institute Behavioral Response Team will connect with you.
- Anyone who believes that they have been subjected to discrimination, harassment, or retaliation in violation of this policy, or who believes that this policy has been violated, should report the matter immediately to the Office of University Rights and Responsibilities or the Dean of Students office or directly fill out an incident report.
- Unless a person is restricted by law from doing so, any employee who is informed of or has a reasonable basis to believe that sexual harassment has occurred, shall immediately report all

information regarding the occurrence(s) to the Office of University Rights and Responsibilities or the Title IX Coordinator or the Dean of Students office.

- More reporting pathways are available to students on the [University's Prohibition Against Discrimination, Harassment, and Retaliation](#) policy page.



Assignments

Music Journal

10%

Each student will submit weekly video posts focused on building musicianship skills. **Undergraduate students:** Each weekly post will include a video of yourself singing and accompanying **one** new song on piano or guitar: 50% of the songs should be on piano, and 50% on guitar. Include a variety of children, adolescent, adult and older adult repertoire. **Graduate students** will submit **two** songs every week (one in piano, and one in guitar).

Each student will submit 10 journal posts. Each journal post is due on Canvas (Discussion Forum) at the end of the week on Sunday by midnight. The journal entry due dates are: Sep 4, 11, 18, 25, Oct. 2, 16, 23, 30, Nov. 6 and 13. All submissions should be made to obtain full points, but only the submissions on **Sep. 4, Oct 2, and Nov. 13** will be graded by the instructor. For all other submissions, each student will receive feedback from a peer. ***To get full credit for this assignment, every student has to give feedback to one peer every week*** (except on Sep. 4, Oct 2, and Nov. 13). Every missed submission or missed peer feedback would result in a 5% deduction of your total grade for the Music Journal.

The video has to show:

- A performance with no errors and no stopping.
- Full song
- No video editing
- Your best musical performance

When submitting, please embed the video in your discussion post. Do not send links to Google Drive or YouTube as these often fail or require permission to access.

Clinical Observations

15%

Undergraduate students will observe the equivalent of **three hours** of sessions. **Graduate students** will observe the equivalent of **six hours** of sessions (**two per each Observation Template—see Canvas/Assignments**). A list of approved sites for observation will be provided by the instructor as soon as it is available. You must inform the professor of your intent to attend, and you should contact the professionals beforehand. You must attend your observations on the dates chosen. If the COVID-19 pandemic impedes in-person observations, a list of videos to observe will be provided by the instructor. You will write a 1- or 2- page report answering the prompts (using the **Observation Templates in Canvas**). Download the Observation Template (be sure to use the appropriate number). Complete the document for each 60-minute observation (either two half-hour sessions or one hour-long session). The document must be typed and uploaded to the appropriate Canvas assignment space within 24 hours of the observation.

Canvas Quizzes

10%

Students will complete the assigned reading(s) for each class. A quiz of 3 -5 multiple-choice/short answer questions will be completed before class in the dates assigned (see Canvas/Quizzes). These quizzes are open-book and students have **three** opportunities to complete them. No points are available after the quiz closes. See the Course Schedule for more detailed information on due dates and readings.

Population Presentations

30%

Each student will complete a presentation of an assigned population served by music therapists. **Undergraduate students** will work in teams of 3 or 4 people; **graduate students will prepare their presentation individually.** Individuals or teams will prepare 50-minute presentations. Each presentation should include **the main characteristics, needs, goals for intervention, and possible music and non-music interventions for that population.** A white paper (along with the Powerpoint) will be prepared to share with the other students. Further detail will be provided in class.

Music Therapy Intervention Demonstration

35%

Students will present five interventions (Assessment, Treatment Planning, Treatment Delivery, Documentation, and Termination) on different populations, as mentioned on the Course Schedule. Demonstrations should **not** exceed 5 minutes. *Students will prepare and present their intervention in teams, as assigned;* presenters can request other students to role-play as clients. The intervention should address the needs of the population, as described in the White Papers. It should ALWAYS include music as the main component. Students should plan to be ready at the beginning of class, with all the visuals, materials, and instruments to present successfully. The intervention plan needs to be submitted to Canvas BEFORE class the day it is due. Further detail will be provided in class.

Grading, including grade scale

Due Dates

Assignment details, formats, and due dates will be provided on **Canvas**. **All paperwork and assignments are expected on the day they are due.** Students will submit their written assignments in the required format on Canvas, unless otherwise indicated by the instructor on the course schedule or in-class communication. ***Any assignment not submitted on the due date will be considered late and will automatically result in a zero for that assignment.*** For extenuating circumstances, notify the instructor by email at least 1 hour before the class meeting time on the day in which the assignment is due. If the circumstances are supported by written documentation, an alternative assignment due date may be considered. Without confirmed prior approval the assignment will be considered late and a zero will be given. Excessive late assignments will quickly result in a failing grade.

Final Examination and Academic Roles and Responsibilities

Pass/Fail

The final research paper (see above) will substitute the final exam for this class.

In order to facilitate successful accomplishment of the goals of this course, as well as to encourage the development of appropriate professional roles and responsibilities, it is expected that the student will:

- Be an active participant in class
- Participate in experientially based activities
- Contribute regularly to class discussion in a way that facilitates the group work, including questions, observations, use of examples, and elaboration
- Establish an excellent attendance record
- Arrive to class on time
- Complete assignments by the due dates
- Maintain acceptable documentation standards
- Demonstrate a positive attitude toward the learning process
- Be respectful of others in the pursuit of educational and professional goals

Students who do not receive a grade of pass for this course requirement will not receive a final course grade higher than C.

Grade Scale

98-100	A+
93-97.9	A
90-91.9	A-
88-89.9	B+
82-87.9	B
80-81.9	B-
78-79.9	C+
70-77.9	C
60-69.9	D
0-59.9	E

Rounding Policy

Grades are rounded to the nearest tenth before converting to the letter grade.

Incomplete Policy

The incomplete is not a routine process for successful completion of coursework. Rather, it is a limited academic exception intended to address situations where a student who has been doing acceptable work experiences exceptional and extenuating circumstances beyond the student's control preventing their timely completion of the course. In evaluating requests for incompletes, I not only assess the nature of the extenuating circumstances and whether such circumstances were beyond the student's control, but also whether the student's record of performance in the class demonstrates the likelihood for successful completion of the remaining coursework. All incomplete contracts must also be approved from the academic unit leads. Finally, while policy dictates the maximum time for contract completion, I take into account what materials are outstanding and consider the appropriate extension. Statistically at ASU, the shorter the contract length the more likely students will be able to successfully complete their classroom obligations. You can read more about the incomplete policy at <https://www.asu.edu/aad/manuals/ssm/ssm203-09.html>

Subject to change

The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by **verbal instructions during scheduled class time** or **via Canvas announcements**. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.



Policies and Procedures

Attendance Policy (see: <https://provost.asu.edu/fall-2021-learning-expectations> for additional language)

Attendance and participation in class activities is an **essential** part of the learning process, and students are expected to attend class. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness, quarantine or self-isolation related to illness as documented by a health professional.

Absences for illness, quarantine or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email.

Excused absences related to religious observances/practices in accord with [ACD 304-04](#), "Accommodation for Religious Practices." Students may be excused for the observance of religious holidays. Students should notify the instructor at the beginning of the semester about the need to be absent from class due to religious observances. Students will be responsible for materials covered during their absence and should consult with the instructor to arrange reasonable accommodation for missed exams or other required assignments.

Excused absences related to university sanctioned activities in accord with [ACD 304-02](#), "Missed Classes Due to University-Sanctioned Activities." Students required to miss classes due to university sanctioned activities will not be counted absent. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Students should inform the instructor early in the semester of upcoming scheduled absences and immediately upon learning of unscheduled required class absences. Reasonable accommodation to make up missed exams or other required assignments will be made. Consult the instructor BEFORE the absence to arrange for this accommodation.

Line-of-duty absence and missed assignment policy

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities shall have the opportunity to make up the coursework in accordance with [SSM 201-18 Accommodating Active Duty Military Personnel](#). This accommodation also applies to spouses who are the guardian of minor children during line-of -duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

The ASU Face Cover Policy (<https://www.asu.edu/about/fall-2021#face-coverings>) requires the wearing of face covers in the majority of classrooms, teaching laboratories, studios and workshop settings. The space for this class has been designated as a space requiring face covers. Please wear a face covering over your nose and mouth at all times during class for the health and safety of yourself and others.

Instructor Absence Policy

Students should wait for an absent instructor 15 minutes in class sessions of 90 minutes or less, and 30 minutes for those lasting more than 90 minutes, unless directed otherwise by someone from the academic unit.

Academic Integrity and Student Honor Code

The ASU student honor code affirms the commitment of ASU to uphold the values, principles, and ethics of academic integrity. All students are expected follow the code which states,

"We, the students of Arizona State University, have adopted this code as an affirmation of our commitment to academic integrity and our participation in ethical education. We embrace the duty to uphold ASU's Honor Code, and in light of that duty, We promise to refrain from academic dishonesty. We pledge to act with integrity and honesty to promote these values among our peers. We agree to always abide by the Sun Devil Way and uphold the values of the New American University."

Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Integrity Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work. Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), "[e]ach student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Violations of this policy fall into five broad areas that include but are not limited to:

- Cheating on an academic evaluation or assignments
- Plagiarizing
- Academic deceit, such as fabricating data or information
- Aiding Academic Integrity Policy violations and inappropriately collaborating
- Falsifying academic records

I sanction any incidents of academic dishonesty in my courses using University and HIDA guidelines. Should you have any question about whether or not something falls subject to this clause, feel free to contact me or review the university policy on academic integrity at the above link. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

Student Learning Community Conduct

ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states, The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different

perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums. In addition, all students should be aware of their [Rights and Responsibilities](#) at Arizona State University.

Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. The course content, including lectures and other handouts, is copyrighted material. Students may not share outside the class, upload, sell, or distribute course content or notes taken during the conduct of the course (see [ACD 304-06](#), "Commercial Note Taking Services" for more information). THIS CONTENT IS PROTECTED AND MAY NOT BE SHARED, UPLOADED, SOLD, OR DISTRIBUTED.

Statement on ASU's Community of Care standards

The Herberger Institute for Design and the Arts complies with the spirit and the letter of ASU's community of care standards with regard to social distancing, masking, and student, faculty, and staff safety and well being. <https://eoss.asu.edu/communityofcare>

Threatening or disruptive behavior

Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit:

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and
<https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

Withdrawal

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit <https://students.asu.edu/drop-add>

Special Accommodations

Your instructor will make any reasonable adaptations for limitations due to any disability documented with the Student Accessibility and Inclusive Learning Services (SAILS), including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the SAILS to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the SAILS (<https://eoss.asu.edu/drc>); Phone (480) 965-1234; TDD (480) 965-9000). Students who feel they will need disability accommodations in this class but have not registered SAILS should contact SAILS immediately. Students should contact the Center on the campus that your class is being held. Campus-specific [location and contact information](#) can be found on the SAILS website. SAILS offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the [above](#) website for eligibility and documentation policies (<https://eoss.asu.edu/drc>). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a

timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

Title IX and Mandated Reporter Policy

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eooss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Policy on Sexual Discrimination

Policy on sexual discrimination as described in [ACD 401](#), "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Student Services & Resources

You will find a list of student resources at <https://eooss.asu.edu/resources>

Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

Novel Coronavirus Information and Updates

You will find information and Frequently Asked Questions here <https://eooss.asu.edu/communityofcare>

You will find Novel Coronavirus updates and announcements here <https://eooss.asu.edu/health/announcements/coronavirus>

Non-emergency Student Care process

If you are concerned for a your own or a fellow student's well-being, please review the information and complete the form at herbergerinstitute.asu.edu/caring and the HIDA Care Team will reach out. FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

Academic Calendar and Important Dates

The academic calendar can be found here <https://students.asu.edu/academic-calendar>