



University of Central Florida
MUE 4393 | Music Students with Special Needs
Monday & Wednesday 12:30 PM - 01:20 PM in PAC M, Room 261
2 credit hours

Dr. Christine Lapka, Instructor
Email: Christine.Lapka@ucf.edu
Cell 309.224.1472
Office PACM 208

Office Hours: 2:00 M/W | 10:00 & 11:00 T/TH

Music Students with Special Needs
C O U R S E S Y L L A B U S
Spring 2020

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on webcourses.

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than 5:00pm on the first Friday of the semester. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the first class.

COURSE DESCRIPTION: Consideration of the general education music curriculum in regards to students with disabilities and special needs. Prerequisite: MUE 2040 or C.I.

REQUIRED MATERIALS:

Human Exceptionality: School, Community, and Family 12th Edition
(Access Card NOT required) Michael L. Hardman; M. Winston Egan; Clifford J. Drew
Published by Wadsworth Publishing (2016) ISBN 10: [1337127566](https://www.wadsworth.com/9781337127566) ISBN 13: [9781337127561](https://www.wadsworth.com/9781337127561)

Course Objectives:

- Participate in a variety of learning experiences that include group discussions of readings, lectures and demonstrations, in-class musical performances, written assignments, critical analysis of readings, directed observations, and peer teaching experiences.
- Demonstrate knowledge of special education practices, IDEA and related laws, RTI, LRE (levels of inclusion and reverse inclusion), FAPE, and ADA.
- Describe characteristics of exceptionalities including gifted and the pillars of inclusion (research based practice, accommodations, modifications of curriculum, collaboration, needed resources, independence, Universal Design for Learning (UDL), teacher and peer attitude).
- Research a disability (provide characteristics and the need for the above pillars of inclusion to provide student success in performing, composing and describing music.
- Shape a personal philosophy of music education through a cooperative, in-class developmental approach.
- Locate and describe assistive technologies and their relationship to teaching and learning in music
- Use Benchmarks and Access Points from the *Florida Music Standards* when designing lesson plans.
- Revise lesson plans to include Principles of Universal Design for Learning.

Electronic Devices

You will be asked to upload assignments and access course materials on Webcourses.

You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

EVALUATION

Attendance, Punctuality, and Participation

Attending class is required. Your presence at each class enriches our collective learning experience. You may miss one class for illness/emergency. **Each additional absence will result in a final semester participation grade *being lowered by 10 points*. I will only excuse one class for illness/emergency. I will excuse university approved absences if you provide evidence that you contacted the professor to inform them that they are asking you to miss a required class.**

Three tardies equal one absence.

In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements for you to make-up the missed material.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Professional behavior is expected.

Assignments

All assignments are due on the assigned date. Assignments received **later than the due date will be dropped by one letter grade for each day** the assignment is late. Assignments more than one week late will not be accepted. **Presentations are due on time-no exceptions.** All written assignments should be typed (word processed). Please include your name at the top of each page of any written assignment.

In order to pass the class, you need to turn in all assignments (and 10 of the 12 weekly assignments). Failure to complete an assignment is unprofessional and an automatic F.

**Participation.....Avoid negative points
(attends all classes, active, engaged participation)**

Weekly Assignments 10 @ 20 points each 200 points

Reflections on readings – Questions will be provided – Upload to Webcourses
12 are assigned-10 best scores applied to grade (must complete 10)

●Class Assignments

Visual/Aural Representation **20 points**
Adaptive Notation..... **20 points**
Technology Presentation (Can RELATE TO PRESENTATION DISABILITY) **10 points**
Sensory Concert..... **40 points**

●Presentation: Including a Student with (*insert selected disability*) in Music
Classes/Ensembles (IaSwDiM)..... **100 points**

●Final - Comprehensive **60 points**
450 total points

Guidelines/rubrics for written assignments will be provided in class.

GRADING SCALE:

406 - 450	A
405	A- 90%
404	B+
361 - 403	B
360	B- 80%
359	C+
316 - 358	C
315	C- 70%
314	D+
261 - 313	D
260	D- 60%
Below 260	F

PRESENTATION TOPICS

Presentation: Including Students with (insert selected disability) **in Music Classes/Ensembles** (ISwDiM)

Learning Disabilities (Chapter 7)– Lapka
Emotional/Behavior Disorder (Chapter 8) – Lapka

Tourette's Syndrome (not found in the book) – _____

Attention Deficit/Hyperactivity Disorder (389-393- the end of Chapter 14) – _____

Spinal Chord and Traumatic Brain Injury (*pgs* 369-371 & 385-393-**in part of Chapter 14**)-Lapka

Physical Disabilities (Chapter 14 – part of) Cerebral Palsy, Spina Bifida, Muscular Dystrophy – _____

Health Disabilities (Chapter 14 – part of) HIV, Asthma, Seizure Disorders, Diabetes, Cystic Fibrosis, sickle-cell – _____

Autism Spectrum Disorder (Chapter 11)

Communication Disorders (Chapter 10) – Lapka

Intellectual Disabilities & Developmental Disorders (Chapter 9)

Hearing Loss (Chapter 13) – (Lapka)

Vision (Chapter 13) – _____

Gifted (Chapter 15) – Lapka

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in room 105 of Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

Note: Contents of syllabus (e.g., dates, assignments) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on the Music Department website (www.music.ucf.edu)

Course Outline
Check this schedule in addition to the calendar on Webcourses
Sensory Concert to be scheduled

Week 1

Assignments: Read Billy's Story I & II

Turn in Assignment #1, Sunday, Jan. 12, 11:59 P.M.

Monday, Jan. 6

Why are we taking this class?

Lapka to bring handout "Welcome to Holland"

Syllabus

Pillars of Inclusion

Wednesday, Jan. 8

Pillars of Inclusion

Week 2

Assignments: Read Chapters 1 & 2

Turn in Assignment #2, Sunday, Jan. 19 11:59 P.M.

Monday, Jan. 13

Pillars of Inclusion

Select topic for Presentation

Wednesday, Jan. 15

Visual/Aural & Pillars

Week 3

Assignments: Read Chapters 3 & 4

Turn in Assignment #3, Sunday, Jan. 26, 11:59 P.M.

Begin Visual/Aural

Monday, Jan. 20-no class-Holiday

Wednesday, Jan. 22 Student with LD

Week 4

Assignments: Read pages 148-175 Chapter 7

Turn in Assignment #4, Sunday, Feb. 2, 11:59 P.M.

Visual/Aural is due on Wednesday

Monday, Jan. 27 Student with LD

Turn in Tourette's Syndrome Focus Paper

Wednesday, Jan. 29 **Turn In** Visual/Aural, Wednesday, Jan. 29, 11:59 P.M.

Turn in Attention Deficit/Hyperactivity Disorder Focus Paper

Student with E/BD

Week 5

Assignments: Read pages 176-203 Chapter 8 Emotional/Behavioral Disorders

Turn in Assignment #5, Sunday, Feb. 9, 11:59 P.M.

Monday, Feb. 3 **Tourette's Syndrome**; F.A.T. Workshop Video

Turn in Physical Disabilities Focus Paper

Wednesday, Feb. 5 **Attention Deficit/Hyperactivity Disorder**

F.A.T. Workshop Video

Turn in Health Disabilities Focus Paper

Week 6

Assignments: Read pages 354-395 Chapter 14 Physical Disabilities and other Health Disorders
Turn in Assignment #6, Sunday, Feb 17, 11:59 P.M

Monday, Feb. 10 **Physical Disabilities (Cerebral Palsy, Spina Bifida, Muscular Dystrophy)**
F.A.T. Workshop Video

Wednesday, Feb. 12 **Health Disabilities (HIV, Asthma, Seizure Disorders, Diabetes, Cystic Fibrosis, sickle-cell)**
F.A.T. Workshop Video

Week 7

Assignments: Read pages 292-311 Chapter 12 Severe and Multiple Disabilities
Turn in Assignment #7, Sunday, Feb 23 11:59 P.M.

Monday, Feb. 17 Universal Design for Learning Practice
Turn in Autism Spectrum Disorder Focus Paper
F.A.T. Workshop Video

Wednesday, Feb. 19 Sensory Concerts
F.A.T. Workshop Video

Week 8

Assignments: Read pages 262-291 Chapter 11 Autism Spectrum Disorders
Turn in Assignment #8, Sunday, March 1, 11:59 P.M.

Monday, Feb. 24 **Autism Spectrum Disorder**

Wednesday, Feb. 26 Spinal Chord & TBI
F.A.T. Workshop Video

Week 9

Assignments:
No weekly assignment due on Sunday March 15-enjoy your break

Monday, March 2 We are All Special Education Teachers

Wednesday, March 4 Sensory Concerts

Spring Break 9-13

Week 10

Assignments: Read pages 230-261 Chapter 10, Communication Disorders
Turn in Assignment #9, Sunday, March 22, 11:59 P.M.

Monday, March 16 Cancelled

Wednesday, March 18 Tech Projects/Presentations

Week 11

Assignments: read pages 204-229 Chapter 9, Intellectual and Developmental Disabilities
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Turn in Assignment #10, Sunday, March 29, 11:59 P.M.
Begin work on Tech Projects

Monday, March 23 **Vision**
Turn in Intellectual Disabilities & Developmental Disorders Focus Paper

Wednesday, March 25 Adaptive Notation Project & TBA

Week 12

Assignments: Read pages 312-353 Chapter 13, Sensory
Turn in Assignment #11, Sunday, April 5, 11:59 P.M.
Work on Adaptive Notation (due April 9) and Tech Projects

Monday, March 30 **Intellectual Disabilities & Developmental Disorders**

Wednesday, April 1 Hearing

Week 13

Assignments: Read pages 396-426 Chapter 15 Gifted, Creative, and Talented
Turn in Assignment #12, Sunday, April 12, 11:59 P.M.
Turn In Adaptive Notation on Thursday (due April 9)
Tech Presentations next week

Monday, April 6 Gifted

Wednesday, April 8-Communication Disorders

Thursday, April 9-**Turn in Adaptive Notation**

Week 14

No Weekly written assignment for April 19
Sensory Concert Due on April 19

Monday, April 13 **Required attendance** Technology Presentation or Behavior Disorders

Wednesday, April 15 **Required attendance** Technology Presentation or Behavior Disorders

Week 15

Assignments: Prepare for final exam
No weekly written assignment

April 20
Monday, Monday Review for Final

Wednesday, April 22-no class on Wednesday due to Final Exams

Week 16

Final Exam
Monday, April 27, 2020
1:00 PM – 3:00 PM

The UCF Creed

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Course Accessibility Statement	<p>The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.</p>
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Academic integrity	<p>Students should familiarize themselves with UCF’s Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in</p> <ol style="list-style-type: none"> 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student’s own academic work.
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	<p>5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.</p> <p>6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.</p> <p>7. Helping another violate academic behavior standards.</p> <p>For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.</p> <p>For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <http://wpacouncil.org/node/9>.</p> <p>Responses to Academic Dishonesty, Plagiarism, or Cheating Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, <i>The Golden Rule</i> <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.</p>
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<p>Make-Up Assignments for Authorized University Events or Co-curricular Activities</p>	<p>Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.2MakeUpAssignmentsorAuthUnivEventsorCocurricularActivities.pdf></p>
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<p>Religious Observances</p>	<p>Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.</p>
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<p>Turn it In</p>	<p>In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author’s work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.</p>
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<p>Writing Center</p>	<p>University Writing Center Trevor Colbourn Hall 109 Satellite Locations: Main Library, Rosen Library, Online 407-823-2197 http://uwc.cah.ucf.edu/</p> <p>The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the <i>Success Resources</i> tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.</p>
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<p>Campus Safety Statement</p>	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left). • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK." • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).
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Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
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