



MUE 4393 Music Students with Special Needs

Music, School of Performing Arts

2 Credit Hours

Instructor Information

- Instructor: Dr. Christine Lapka
- Office Location: PAC M 208
- Office Hours: Virtual Office Hours: M/W – 2:00-3:30; T/Th – 3:30-4:30; or by appointment, Christine.Lapka@ucf.edu
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Course Information

- Term: Spring 2021
- Course Number & Section: 4393 .001
- Course Name: **Music Students with Special Needs**
- Credit Hours: 2
- Class Meeting Days: M & W
- Class Meeting Time: 12:30 PM - 01:20 PM
- Class Location: PAC M, 260
- Course Modality: P, Face-to-Face

Enrollment Requirements

Course Prerequisites: MUE 2040 or C.I.

Important

Contents of syllabus (e.g., dates, delivery method) are subject to change during the semester. It is the student's responsibility to monitor notifications and download all course materials from webcourses.

Academic Activity

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 during the first week of class.

Course Description

Consideration of the general education music curriculum in regards to students with disabilities and special needs.

Course Purpose

To become reflective educators who empower all students by using the principles of Universal Design for Learning: providing multiple means of engagement, multiple means of representation, and multiple means of action.

Course Materials and Resources

Required Materials/Resources

- *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](#) ISBN 13: [9781337127561](#)

Student Learning Outcomes

- 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.

Course Activities

All assignments are due on the assigned date (one extension will be granted).

Participation.....Avoid negative points (attends all classes, active, engaged participation)
Minus 20 points for each absence beyond 2

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)

Projects

Visual/Aural Representation- **20 points**

Technology Presentation (Can RELATE TO PRESENTATION DISABILITY - **10 points**

Sensory Concert - **60 points**

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

Final – Comprehensive - 60 points 450 total points

Extra Credit - Extra credit can be earned on an assignment for superior work. Additional extra credit work will not be counted.

This course will follow a strict timeline unless you communicate with Dr. Lapka in advance of the due date. At that time, we will find mutually agreeable due dates for assignments.

Assignments are due on time with one extension.

- If you are falling behind, you may request 1 extension-communicate with Dr. Lapka in advance of the due date and time.
- Again, professionals communicate.

Complete All Assignments

Professionals have contracted duties. At this time, assignments are the contracted duties. With that in mind, you must turn in all assignments. Failure to complete an assignment is unprofessional and an automatic F. Microsoft Office is preferred. PDF is acceptable.

Activity Submissions

Students will submit assignments on Webcourses. See the Assignment tab to view specific assignments and due dates.

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Attendance/Participation

Attendance, Punctuality, and Participation

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.

Students are expected to attend all Zoom meetings. Your presence at each class enriches our collective learning experience.

Attending class is required. You may miss two classes for illness/emergency. Each additional absence will result in a final semester participation grade *being lowered by 20 points for each absence*. I will only excuse two classes for illness/emergency. I will excuse additional university absences if you provide evidence that you contacted the professor to inform them that they are asking you to miss a required class that only meets two times each week or you have the required form.

The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays.”

I will excuse additional university absences if you provide evidence that you contacted the professor to inform them that they are asking you to miss a required class that only meets two times each week or you have the required form.

Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, COVID), please contact me so that we can make arrangements.

If you miss a course meeting, it is your responsibility to watch the video of the discussion, complete all work, and ask for assistance from Dr. Lapka. I will try to help you stay up to date.

When we move to Remote Instruction:

Because of the need to social distance after break, this course will use Zoom for some synchronous (“real time”) class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar. However, should the university require emergency procedures, we may go to Zoom at any time. Again, class times will remain the same, we will just be on Zoom.

- You must participate with video and audio.
- You are expected to fully participate in class by taking notes and being fully attentive. Therefore, you should not be driving a car, completing housework, practicing an instrument, working, or engaging in anything other than class activities. You will be considered absent if you are not fully engaged in class, as if we were sitting in a room together.
- If you are unable to find an appropriate space for class, please contact me and I will find a space for you on campus.
- If you have something to share in the chat, please share it with the entire group. Share with a partner, only when directed.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at [<https://cdl.ucf.edu/support/webcourses/zoom/>](https://cdl.ucf.edu/support/webcourses/zoom/). You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support at [<https://cdl.ucf.edu/support/webcourses/>](https://cdl.ucf.edu/support/webcourses/) if you have any technical issues accessing Zoom.

Electronic Devices

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.

Religious Observances

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

<https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Microsoft Office is preferred.

Guidelines/rubrics for written assignments will be provided on Webcourses prior to submission dates.

Assessment and Grading Procedures

C or higher is needed for students taking this course as part of their required BME track.

The weight distribution for graded activities (i.e. assignments, exam, portfolio, final exam) is available in the Grades tab.

Remember, you are expected to complete all assignments. See previous section in this syllabus.

Letter Grade	Points
A 93% and higher	418.5 - 450 points
A- 90-92.9%	405 - 418 points
B+ 87-89.9%	391.5 - 404.5 points
B 83-86.9%	373.5 - 391 points
B- 80-82.9%	360 -373 points
C+ 77-79.9%	346.5 - 359.5 points
C 73- 76.9%	328.5 -346 points
C- 70-72.9%	315 - 328 points
D+ 67-69.9%	301.5 - 314.5 points
D 63-66.9%	283.5 - 301 points
D- 60-62.9%	270 - 283 points
F 59.9% and below	269.5 and below

Consult the latest Undergraduate or Graduate [catalog](#) for regulations and procedures regarding grading such as Incomplete grades, grade changes, and grade forgiveness.

Course Schedule

[Or at the end of this printed syllabus](#)

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

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/>

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

Policy Statements

COVID-19

To protect members of our community, [everyone is required to wear a facial covering](#) inside all common spaces including classrooms. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the [Golden Rule](#) for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in [Webcourses@UCF](#) or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students registered with Student Accessibility Services should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Turn it in

Turnitin.com 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>.

Academic Integrity

Students should familiarize themselves with UCF's [Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting* the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). 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>.

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be 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.

Campus Safety Statement

Sections with face-to-face components (M, RA, RV) 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.

- 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 the [AED Locations Page](#).
- 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 [You CAN Survive an Active Shooter](#)

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Religious Observances

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 <https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>

MUE 4393 Course Outline & Schedule

Spring 2021

Subject to change with advance notification

Week 1

Assignments: Read Billy's Story I & II

Turn in Assignment #1, Sunday, Jan. 17, 11:59 P.M.

Monday, Jan. 11

Why are we taking this class?

Lapka to bring handout "Welcome to Holland"

Syllabus

Pillars of Inclusion

Wednesday, Jan. 13

Pillars of Inclusion

Week 2

Assignments: Read Chapters 1 & 2

Turn in Assignment #2, Sunday, Jan. 24 11:59 P.M.

Monday, Jan. 18 No class-holiday

Wednesday, Jan. 20

Pillars of Inclusion

Select topic for Presentation by Friday

Week 3

Assignments: Read Chapters 3 & 4

Turn in Assignment #3, Sunday, Jan. 31, 11:59 P.M.

Begin Visual/Aural

Monday, Jan. 25- Visual/Aural & Pillars

Wednesday, Jan. 27 Student with LD

Week 4

Assignments: Read pages 148-175 Chapter 7

Turn in Assignment #4, Sunday, Feb. 7, 11:59 P.M.

Visual/Aural is due on Friday

Monday, Feb. 1 Student with LD

Turn in Tourette's Syndrome Focus Paper

Wednesday, Feb. 3 Student with E/BD

Turn in Attention Deficit/Hyperactivity Disorder Focus Paper

Friday, Feb 5 **Turn In** Visual/Aural, 11:59 P.M.

Week 5

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

Turn in Assignment #5, Sunday, Feb. 14, 11:59 P.M.

Monday, Feb. 8 **Tourette's Syndrome**

Turn in Physical Disabilities Focus Paper

Wednesday, Feb. 10 **Attention Deficit/Hyperactivity Disorder**

Turn in Health Disabilities Focus Paper

Week 6

Assignments: Read pages 354-395 Chapter 14 Physical Disabilities and other Health Disorders
in Assignment #6, Sunday, Feb 21, 11:59 P.M

Turn

Monday, Feb. 15 **Physical Disabilities (Cerebral Palsy, Spina Bifida, Muscular Dystrophy)**

Wednesday, Feb. 17 **Health Disabilities (HIV, Asthma, Seizure Disorders, Diabetes, Cystic Fibrosis, sickle-cell)**

Week 7

Assignments: Read pages 292-311 Chapter 12 Severe and Multiple Disabilities
Turn in Assignment #7, Sunday, Feb 28 11:59 P.M.

Monday, Feb. 22 Universal Design for Learning Practice
Turn in Autism Spectrum Disorder Focus Paper

Wednesday, Feb. 24 Sensory Concerts

Week 8

Assignments: Read pages 262-291 Chapter 11 Autism Spectrum Disorders
Turn in Assignment #8, Sunday, March 7, 11:59 P.M.

Monday, March 1 **Autism Spectrum Disorder**

Wednesday, March 3 Spinal Chord & TBI
F.A.T. Workshop Video

Week 9

Assignments: Read pages 230-261 Chapter 10, Communication Disorders
Turn in Assignment #9, Sunday, March 14, 11:59 P.M.

Monday, March 8 Communication Disorders

Wednesday, March 10 Sensory Concerts

Week 10

Assignments: read pages 204-229 Chapter 9, Intellectual and Developmental Disabilities
Turn in Assignment #10, Sunday, March 21, 11:59 P.M.
Sensory Concert Assignment

Monday, March 15 We are All Special Education Teachers
Turn in Intellectual Disabilities & Developmental Disorders Focus Paper

Wednesday, March 17 About Tech Projects/Presentations

Week 11

Assignments: Read pages 312-353 Chapter 13, Sensory
Turn in Assignment #11, Sunday, March 28, 11:59 P.M.

Sensory Concert Assignment due on Friday
Begin work on Tech Projects

Monday, March 22 **Intellectual Disabilities & Developmental Disorders**
Turn in Hearing Focus Paper

Wednesday, March 24 About Adaptive Notation & TBA
Turn in Vision Focus Paper

Friday, March 26-**Turn in Sensory Concert**

Week 12

Assignments: Read pages 396-426 Chapter 15 Gifted, Creative, and Talented
Turn in Assignment #12, Sunday, April 4, 11:59 P.M.
Work on Tech Projects

Monday, March 29 **Hearing**

Wednesday, March 31 **Vision**

Week 13

Assignments: Tech Presentations

Monday, April 5 Gifted

Wednesday, April 7 **Required attendance** Technology Presentation

Spring Break 12-16

Week 14

Zoom-Monday, April 19 **Required attendance** Technology Presentation

Zoom-Wednesday, April 21 **Required attendance** Technology Presentation or TBA

Week 15

Assignments: Complete Final Exam
No weekly written assignment

Zoom-Monday, April 26 **Summary**

Wednesday, April 28-no class on Wednesday due to Final Exams

Week 16

Final Exam

Monday, May 3
due at 4:00 PM