Course Information

Date Submitted: 3/1/2013

Current Prefix and Number: MUS - Music , MUS 664 - MUSIC &SPECIAL LEARNERS

Other Course:

Proposed Prefix and Number: MUS 664

What type of change is being proposed?

  Major – Add Distance Learning

Should this course be a UK Core Course?   No

1. General Information

a. Submitted by the College of: College of Fine Arts

b. Department/Division: Fine Arts - Music

c. Is there a change in 'ownership' of the course?   No

  If YES, what college/department will offer the course instead: Select...

e. Contact Person

       Name: Lori Gooding

       Email: lori.gooding@uky.edu

       Phone: 323-2905

     Responsible Faculty ID (if different from Contact)

       Name:

       Email:

       Phone:

f. Requested Effective Date

  Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: MUSIC AND SPECIAL LEARNERS

  Proposed Title: Music and Special Learners

c. Current Transcript Title: MUSIC &SPECIAL LEARNERS

  Proposed Transcript Title: Music and Special Learners

1

d. Current Cross-listing: none

   Proposed – ADD Cross-listing :

   Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

   LECTURE: 3

   Proposed Meeting Patterns

   LECTURE: 2

   DISCUSSION: 1

f. Current Grading System: Graduate School Grade Scale

   Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

   Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

   Proposed to be repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This course is directed toward developing competencies and understandings relating to non-music and music educational objectives in therapy and education.

   Proposed Course Description for Bulletin: This course provides an overview of the characteristics and instructional needs of special learners. Students will be introduced to administrative issues and laws governing special educational practices in the public school setting. Educational strategies and adaptations/modifications will be addressed with emphasis on applications in the music setting. Teaching adult learners and gifted students will be included, as will therapeutic uses of music appropriate for music therapists working in special education settings. A field experience is required.

2j. Current Prerequisites, if any: Prereq: Consent of instructor.

   Proposed Prerequisites, if any: Consent of Instructor

2k. Current Supplementary Teaching Component:

   Proposed Supplementary Teaching Component: Community-Based Experience

3. Currently, is this course taught off campus?   No

   Proposed to be taught off campus?   No

   If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

   If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name: Lori Gooding

Instructor Email: lori.gooding@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

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?   This course will be a hybrid model which will ensure appropriate student and faculty/student interactions. Use of syhcnronus class sessions will also enhance student and student/faculty interactions for the DL components.The course syllabus clearly outlines the learning components and conforms to University and Distance Learning guidelines.

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.   A combination of books, articles, lecture, discussion, video, and in- and -out of class assignments is already used in a traditional offering of this course. Similar combinations will be used to ensure that the DL course is comparable to the traditional model.

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.   Much of the course content will be presented via Blackboard and Adobe Connect, both of which are secure course portals. Many of the assignments will require students to present or discuss their materials (either in the face-to-face or synchronus components, ensuring that the work is in fact the students' own. University-wide academic offense policies are clearly stated on the syllabus to further ensure integrity.

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?   No

If yes, which percentage, and which program(s)?   Not Applicable

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?   Students in the DL course will receive the same instructional materials (delivery method may vary)and be subject to the same access policies re: faculty as traditional students. Information on University wide services will be presented to students in the same manner as presented in traditional settings (i.e., via the syllabus).

6.How do course requirements ensure that students make appropriate use of learning resources?   Course requirements/assignments are directly connected to learning resources ensuring that students take advantage of the resources.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Because the course is based on a hybrid model, students will have access to facilities, laboratories, and equipment available on campus during face-to-face meetings.

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/)?   The syllabus contains the necessary information to handle technology-related issues. Information will also be discussed verbally with students, and the syllabus will be posted on course portals to ensure ongoing access to the information.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

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.   Not Applicable

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Lori Gooding

SIGNATURE|SKIPGRAY|Harold R Gray Jr|Dept approval for ZCOURSE_CHANGE MUS 664|20130301

SIGNATURE|GMASC1|Geraldine Maschio|College approval for ZCOURSE_CHANGE MUS 664|20130416

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE MUS 664|20130507

Courses	Request Tracking

Course Change Form

Open in full window to print or save

Generate F

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	1466	Rationale_MUS 664.docx
Delete	1487	MUS 664_DL syllabus.docx

First 1 Last

Select saved project to retrieve...   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number:	MUS - Music MUS 664 - MUSIC & SPECIAL LEARNERS	*Proposed Prefix & Number:*	MUS 664

*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 6(same "hundred series" ☐ Minor - editorial change in course title or description which does not imp content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in co or emphasis, or which is made necessary by the elimination or significant a the prerequisite(s) ☐ Minor - a cross listing of a course as described above

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

1.	**General Information**	
a.	Submitted by the College of: College of Fine Arts	Submission Date: 3/1/2013
b.	Department/Division:	Fine Arts - Music
c.*	Is there a change in "ownership" of the course?	
	○ Yes ● No If YES, what college/department will offer the course instead? Select...	
e.*	* Contact Person Name: Lori Gooding Email: lori.gooding@uky.edu Phone: 323-2905	
	* Responsible Faculty ID (if different from Contact) Email: Phone:	
f.*	Requested Effective Date: ☑ Semester Following Approval OR Specific Term: ²	
2.	**Designation and Description of Proposed Course.**	
a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ● Please Add ○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) tha proposed changes do not affect DL delivery.	
b.	**Full Title:**	MUSIC AND SPECIAL LEARNERS *Proposed Title:* * Music and Special Learners
c.	**Current Transcript Title** (if full title is more than 40 characters):	MUSIC & SPECIAL LEARNERS

c.	Proposed Transcript Title (if full title is more than 40 characters):		Music and Special Learners	

d.	**Current Cross-listing:**	☐ N/A	OR	Currently² Cross-listed with (Prefix & Number):	none
	Proposed – ADD² Cross-listing (Prefix & Number):				
	Proposed – REMOVE ³,⁴ Cross-listing (Prefix & Number):				

e.	**Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.**					
Current:	Lecture 3	Laboratory²		Recitation	Discussion	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	
Proposed: *	Lecture 2	Laboratory²		Recitation	Discussion 1	Indep. Study
	Clinical	Colloquium		Practicum	Research	Residency
	Seminar	Studio		Other	Please explain:	

f.	**Current Grading System:**	Graduate School Grade Scale
	Proposed Grading System:*	◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ○ Graduate School Grade Scale

g.	**Current number of credit hours:**	3	Proposed number of credit hours:*	3

h.*	**Currently, is this course repeatable for additional credit?**	○ Yes ◉ No
*	Proposed to be 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

i.	**Current Course Description for Bulletin:**
	This course is directed toward developing competencies and understandings relating to non-music and music educational objectives in therapy and education.
*	Proposed Course Description for Bulletin:
	This course provides an overview of the characteristics and instructional needs of special learners. Students will be introduced to administrative issues and laws governing special educational practices in the public school setting. Educational strategies and adaptations/modifications will be addressed with emphasis on applications in the music setting. Teaching adult learners and gifted students will be included, as will therapeutic uses of music appropriate for music therapists working in special education settings. A field experience is required.

j.	**Current Prerequisites, if any:**
	Prereq: Consent of instructor.
*	Proposed Prerequisites, if any:
	Consent of Instructor
*	

k.	**Current Supplementary Teaching Component, if any:**	Community-Based Experience

		○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	◉ Community-Based Experience ○ Service Learning ○ Both ○ No Change

3.	**Currently, is this course taught off campus?**	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**	○ Yes ◉ No
	If YES, explain and offer brief rationale:	

5.	**Course Relationship to Program(s).**	
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	

b.*	**Will modifying this course result in a new requirement[2] for ANY program?**	○ Yes ◉ No
	If YES[2], list the program(s) here:	

6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the different* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for I **fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, ***distance learning*** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruc the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technolo

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	MUS 664 201	Date:	2/27/2013
Instructor Name:	Lori Gooding	Instructor Email:	lori.gooding@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☐   Interactive Video ☐   Hybrid ☑

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Universit Syllabus Guidelines, specifically the Distance Learning Considerations?

   This course will be a hybrid model which will ensure appropriate student and faculty/student interactions. Use of syhcnronus class sessions will also enhance student and student/faculty interactions for the DL components. The

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 goal; assessment of student learning outcomes, etc.

   A combination of books, articles, lecture, discussion, video, and in- and -out of class assignments is already used in a traditional offering of this course. Similar combinations will be used to ensure that the DL course is

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; acade policy; etc.

   Much of the course content will be presented via Blackboard and Adobe Connect, both of which are secure course portals. Many of the assignments will require students to present or discuss their materials (either in the face-to

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 as defined above?

   No

   Which percentage, and which program(s)?
   Not Applicable

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delive months from the date of approval.

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 sett

   Students in the DL course will receive the same instructional materials (delivery method may vary) and be subject to the same access policies re: faculty as traditional students. Information on University wide services will be

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   Course requirements/assignments are directly connected to learning resources ensuring that students take advantage of the resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   Because the course is based on a hybrid model, students will have access to facilities, laboratories, and equipment available on campus during face-to-face meetings.

Student Services

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/o the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   The syllabus contains the necessary information to handle technology-related issues. Information will also be discussed verbally with students, and the syllabus will be posted on course portals to ensure ongoing access to the

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
   - ◉ Yes
   - ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said tec
   Not Applicable

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:
      - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Reso The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodat details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
    - Specific dates of face-to-face or synchronous class meetings, if any.
    - Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
      - Carla Cantagallo, DL Librarian
      - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
      - Email: dllservice@email.uky.edu
      - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name: Lori Gooding

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

ᵢᵢ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "ᵣ
form will be sent to appropriate academic Council for normal processing and contact person is informed.

ᵢᵢ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

ᵢᵢ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

ᵢᵢ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

ᵢᵢ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab mε
meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

ᵢᵢ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

ᵢᵢ In order to change a program, a program change form must also be submitted.

MUS 664 201 or MUS 664 220

Music for Special Learners Rationale

Issue: MUS 664 is currently offered as a traditional face-to-face course.

Proposal: The music education/music therapy program is proposing the creation of an on line section of MUS 732.

Rationale: Because of the large numbers of master's students in music education who are distance learners, and the increased emphasis on distance education at UK, we are proposing a new distance learning section of this course.

There has also been increased interest in distance learning courses from music therapy students who would also be eligible to take this course. We believe the addition of an on line section of MUS 664 will allow us to continue to attract non-traditional and second career students, as well as more traditional students.

Course Structure: This course would be a hybrid model with a minimum of 50% of the course offered in the on line format.

Course Number/Section: MUS 664 (same as traditional course offering)
Sections: 201 (fall and spring offerings) and 220 (summer offerings)

MUS 664 is currently offered as a traditional face-to-face course offering. The distance learning section would be listed as MUS 664 201 or MUS 220 depending on the semester in which it was offered. (Note: This is the same course, the section number simply changes for summer offerings.)

MUS 664 220: Music and Special Learners (3 credits)
Instructor: Lori Gooding, PhD, MT-BC

Day/Time: TBA   **Location**: TBA
Office: Chandler Hospital, Pavilion H; H106A   **Phone:** 859-323-2905
Email (preferred): lori.gooding@uky.edu   **Office Hours**: By Appointment only
Blackboard site: www.elearning.uky.edu
Note: Calls/emails will generally be returned within 48 hours except in extenuating circumstances.

Course Description: This course provides an overview of the characteristics and instructional needs of special learners. Students will be introduced to administrative issues and laws governing special educational practices in the public school setting. Educational strategies and adaptations/modifications will be addressed with emphasis on applications in the music setting. Teaching adult learners and gifted students will be included, as will therapeutic uses of music appropriate for music therapists working in special education settings. A field experience is required.

Prerequisite: Consent of instructor.

Student Learning Outcomes: By course end, students will demonstrate knowledge of various disabilities and current educational practices/trends related to individuals with special needs in primary/secondary/ higher education and/or clinical practice. Students will be able to list specific educational strategies to enhance teaching practices when addressing the needs of special learners. Students will demonstrate the ability to develop music-based activities to address both non-music and music objectives for individuals with special learning needs. Students will also demonstrate the ability to interpret and implement related administrative procedures including but not limited to IEPs, assessments, treatment plans, etc.

Required Instructional Materials:
- *Teaching Music to Students with Special Needs: A Label-Free Approach* (Hammel & Hourigan, 2011)
- Children with Exceptionalities https://sites.google.com/site/exceptionalitiessrig/home
- Center for Music Learning: Disabilities Information: http://cml.music.utexas.edu/online-resources/disabilities-information/introduction/

Course Assignments:

Assignments

Assignment	Description	Points	Total Points
Video Analysis	Analyze video presentations using class form	2 @ 5 points each	10
Article Reflections	Read & reflect on assigned articles using class assigned format	2 @ 5 points each	10
Resource List (Must include adaptive equipment, definitions, websites, etc.)	Spread sheet list with required data (handout provided)		20
Adaptive Lesson	Create adaptive lesson plan using modified task analysis format provided in class	20 points	20
Book or Video Reflection	Personal reflection on book/video; must include insight gained from book/video and transfer to class use	10 points	10
Community Engagement (includes summary)	Observation and/or direct interaction with students with special needs	30 points	30
		Total Possible	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. Late assignments without approved exceptions will result in a reduced grade (1 point per each day late).

Grading Scale:

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

Grading Policies:
- Incompletes (I) will be given at the discretion of the instructor for non-academic emergencies and unsatisfactory clinical progress. (Unsatisfactory clinical progress must be remediated for an "I" conversion.).
- There is no final exam in this course.

Attendance Policy: Consistent class attendance is consequential for learning. Attendance is expected at all class meetings except in the case of University approved excused absences. (See S. R. 5.2.4.2 for a list of acceptable reasons for excused absences.) Students may be asked to verify absences. For more info see S. R. 5.2.4.2 at http://www.uky.edu/StudentAffairs/Code/Section%20V.pdf Students are also expected to actively participate in all class meetings as assigned. Please respect the rights of others by minimizing distractions during class settings.

Academic Integrity: 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).

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Technology Requirements: Students are required to have the following:

Hardware	1 GB RAM - Headset with a microphone - Webcam (*Required*)

Software	• The latest version of Java (Available Here) • The latest version of Adobe Flash (Available Here) • The latest version of Adobe Acrobat Reader (Available Here) • Microsoft Office (Available free to students through http://download.uky.edu)
Internet Connection	• 1 MBPS Broadband Connection

Distance Learning @ UK: http://www.uky.edu/DistanceLearning/

Information Technology Customer Service Center: http://www.uky.edu/ukit/Help/
Phone: 859-218-HELP

Resolving Technical Complaints: Please contact the IT Customer Service Center to resolve technical complaints. The course instructor does not have the capabilities to address technical issues; please notify the instructor only when technical issues will interfere with a student's ability to participate in a scheduled class meeting.

Learner Support: For technology assistance, contact:
UK's Information Technology Customer Service Center
http://www.uky.edu/UKIT
859-218-HELP

Distance Learning Library Services
Carla Cantagallo, DL Librarian
(859) 257-0500, ext. 2171
Email: dllservice@email.uky.edu
DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Outline: Information is subject to change with advanced notice. Additional readings will be announced in class.

Date	Topics	Assignments Due	Synchronous (S)/ Face-to-face Meetings (F)
Week 1	**Introduction to Special Education** http://www.youtube.com/watch?v=MCdR2vA1g20 **Center for Music Learning** http://cml.music.utexas.edu/DisabilitiesArchive/GeneralInfo.htm		S or F
Week 2	**Center for Music Learning** http://cml.music.utexas.edu/DisabilitiesArchive/GeneralInfo.htm		
Week 3	**Exceptionalities SRG** https://sites.google.com/site/exceptionalitiessrig/home	Video Analysis 1	S or F
Week 4	Legal and Administrative Issues Hammel, A. (2004). Inclusion strategies that work. *Music Educators Journal, 90,* 33	Article reflection 1	
Week 5	Teaching Music, Chapters 1 & 2	Video Analysis 2	S or F
Week 6	Teaching Music, Chapters 1, 2, & 4	Article Reflection 2	
Week 7	Teaching Music, Chapter 5		S or F

Week 8	Teaching Music, Chapter 6		
Week 9	Teaching Music, Chapter 7	Resource List	S or F
Week 10	Teaching Music, Chapter 8		
Week 11	Teaching Older Adults	Book or Video Reflection	S or F
Week 12	Adaptive Lessons	Adaptive Lessons as assigned	
Week 13	Adaptive Lessons	Adaptive Lessons continued	S or F
Week 14	Community Engagement	Community Engagement	
Week 15	Community Engagement	Community Engagement continued	S or F
Week 16	Review	Community Engagement Summary	S or F

Links:

"MT @ School for Special Needs Children"--

http://www.youtube.com/watch?v=PzeNcKzaLfQ&feature=related

http://www.youtube.com/watch?v=_Up9gxReC3I&feature=related

"Disability Videos" --http://www.disaboom.com/video

"Hayes Greenfield & Jazz-A-Ma-Tazz in Special Education"-- http://www.youtube.com/watch?v=g7pitVFFrGY

"Berkshire Hills Music Academy 2008"-- http://www.youtube.com/watch?v=rwFFyvvM_6s