

1. General Information

1a. Submitted by the College of: FINE ARTS

Date Submitted: 3/7/2014

1b. Department/Division: Fine Arts - Music

1c. Contact Person

Name: Cecilia Wang

Email: cecilia.wang@uky.edu

Phone: 257-8203

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Fall 2014

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes⁴

2b. Prefix and Number: MUS 669

2c. Full Title: Individual Dalcroze Project

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

PRACTICUM: 30

RESEARCH: 30

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

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

If Yes: Maximum number of credit hours:

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

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2j. Course Description for Bulletin: This course is especially designed for music teachers who have acquired adequate knowledge and skills in Dalcroze pedagogy and musicianship and are ready to demonstrate independence in designing and completing an instructional or research project that exemplifies the Dalcroze approach. The student is guided at a distance by the instructor at all phases of the project and carry out the study at his or her own school or location. Prerequisite: a) Successful completion of MUS 663 (or equivalence) and permission by instructor, or b) successful completion of MUS 668

2k. Prerequisites, if any: Prerequisite: a) Successful completion of MUS 663 (or equivalent) and permission by instructor, or b) successful completion of MUS 668

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 2-4

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: The UK Graduate Certificate in Eurhythmics, a 12-hour curriculum

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

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

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Cecilia Wang

Instructor Email: cecilia.wang@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This is a guided individual project, the student communicates regularly with the instructor.

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. This is a guided individual project, the instructor monitors the student's work continually.

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. Student will submit the work via Blackboard which is password-protected.

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? Yes

If yes, which percentage, and which program(s)? This course can count towards the Master's of Music degree in Music Education which is already an online degree. In addition, the four proposed courses in Dalcroze together will count towards 40% of the MM-ME. This can count towards the Rank I in music education as well.

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? They can use all UK libraries online while off-campus.

6. How do course requirements ensure that students make appropriate use of learning resources? There are required books students must purchase. The UK Library also has copies for borrowing. Students can access UK library materials using the Internet. UK has an extensive NAXOS music collection which exceeds the needs of this course.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There is no specific equipment needed.

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/>)? Information will be provided in the syllabus. Students can also take online tutorials, or assisted by the instructor personally.

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. Use of Blackboard and helpdesk.

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: Cecilia Wang

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 669 NEW Dept Review|20131126

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 669 NEW College Review|20140203

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 669 ZCOURSE_NEW Approval Returned to Dept|20140210

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 669 NEW College Review|20140306

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 669 NEW Graduate Council Review|20140312

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 669 NEW Dept Review|20131126

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 669 NEW College Review|20140203

SIGNATURE|SKIPGRAY|Harold R Gray Jr|MUS 669 ZCOURSE_NEW Approval Returned to Dept|20140210

SIGNATURE|ABRZY2|Anna W Brzyski|MUS 669 NEW College Review|20140307

SIGNATURE|ZNNIKO0|Roshan N Nikou|MUS 669 NEW Graduate Council Review|20140312

Courses	Request Tracking
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New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3207	MUS 669 Syllabus.pdf
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>	

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

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

<input type="text"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text" value="30"/> Practicum
<input type="text" value="30"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

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

j. * Course Description for Bulletin:

This course is especially designed for music teachers who have acquired adequate knowledge and skills in Dalcroze pedagogy and musicianship and are ready to demonstrate independence in designing and completing an instructional or research project that exemplifies the Dalcroze approach. The student is guided at a distance by the instructor at all phases of the project and carry out the study at his or her own school or location. Pre-requisite: a) Successful completion of MUS 663 (or equivalence) and permission by instructor, or b) successful completion of MUS 668

k. Prerequisites, if any:

Prerequisite: a) Successful completion of MUS 663 (or equivalent) and permission by instructor, or b) successful completion of MUS 668

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 2-4

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
 Relatively New - Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

The UK Graduate Certificate in Eurhythmics, a 12-hour curriculum

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

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

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements 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 equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	MUS 669	Date:	11/25/2013
Instructor Name:	Cecilia Wang	Instructor Email:	cecilia.wang@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

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 University Syllabus Guidelines, specifically the Distance Learning Considerations?
 This is a guided individual project, the student communicates regularly with the instructor.
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, etc. of student learning outcomes, etc.
 This is a guided individual project, the instructor monitors the student's work continually.
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 policy; etc.
 Student will submit the work via Blackboard which is password-protected.
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 as defined above?
 Yes
 Which percentage, and which program(s)?
 This course can count towards the Master's of Music degree in Music Education which is already an online degree. In addition, the four proposed courses in Dalcroze together will count towards 40% of the MM-ME. This can count
 *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 delivery is 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 setting?
 They can use all UK libraries online while off-campus.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?
 There are required books students must purchase. The UK Library also has copies for borrowing. Students can access UK library materials using the Internet. UK has an extensive NAXOS music collection which exceeds the needs of this course.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
 There is no specific equipment needed.

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/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
 Information will be provided in the syllabus. Students can also take online tutorials, or assisted by the instructor personally.
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 technology.
 Use of Blackboard and helpdesk.
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 Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing 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/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2174; 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?web_id=253&lib_id=16

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

Instructor Name:

Cecilia Wang

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

Revised 9/09

¹¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹¹³ The chair of the cross-listing department must sign off on the Signature Routing Log.

¹¹⁴ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

¹¹⁵ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹¹⁶ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes

MUS 669
Individual Dalcroze Project

Instructor: Dr. Cecilia Wang and Visiting Faculty
Office Address: 105 Fine Arts Building, 0022
Email: cecilia.wang@uky.edu
Office Phone: 257-8203

Office hours: Tuesdays and Thursdays
11: 00 am to 12:00 noon

Course Description:

This course is especially designed for music teachers who have acquired adequate knowledge and skills in Dalcroze pedagogy and musicianship and are ready to demonstrate independence in designing and completing an instructional or research project that exemplifies the Dalcroze approach. The student is guided at a distance by the instructor at all phases of the project and carries out the study at his or her own school or location.

Pre-requisite: a) Successful completion of MUS 663 (or equivalent) and permission by instructor, or b) successful completion of MUS 668

This course may be taken for one, two, or three credits (credit hours), which may be taken to fulfill degree requirements for graduate students in music education.

Student Learning Outcomes:

1. Students will design a project demonstrating the use of Dalcroze principles.
2. Students will execute the tasks in the project design. The tasks can be those of a research study, an instructional project, or other musical tasks.
3. Students will use proper strategies in assessing the results and effectiveness of the outcomes of the project.
4. Students will produce a research report, or a portfolio showing representative samples of the process and products of the project, such as journals of lesson activities implementing the Dalcroze philosophy and pedagogic techniques on their own students.

Course goals or objectives: Students will demonstrate implementing knowledge and skills of the Dalcroze approach using eurhythmics, solfège, and improvisation.

Required Materials:

- To be decided depending on the topic

Description of Course Activities and Assignments:

1. Students design and write a project proposal to be revised and approved by

- the instructor.
2. Students carry out the tasks as approved by the instructor.
 3. Students present the research report or a portfolio of the project at the completion of the project.
 4. Students must complete the attached "Dalcroze Learning Contract"

Summary Description of Course Assignments:

This is a distance-learning course and the content differs from student to student.

Course Grading:

- 90-100% = A
- 82 - 89% = B
- 75 - 81% = C
- < 75% = E

The grade will depend on the quality, comprehensiveness of the work, and the care given into all phases of the project.

Additional Information:

- Students may email the instructor any time a question arises.
- Students must have access to using the Internet for completion of this 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).
- Contact the UKIT when you have a technical problem, and let your instructor know what the problem is and when it is resolved.
- The preferred method for reaching the instructor is by email (cecilia.wang@uky.edu).
- The instructor usually responds to student inquiries within 48 hours.
- 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?web_id=253&llib_id=16

Course Policies:

Submission of Assignments

All work must be submitted on time to receive credit.

Attendance Policy

There is no set meeting time. The student should contact the instructor regularly every two weeks for updates, and as needed for guidance.

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. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to

those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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.

Dalcroze Learning Contract

Learning Objectives:

Identify at least two learning objectives for this course (for two credit hours, include at least three objectives; for three credit hours, include at least four objectives). Using the attached 3-page form, each learning objective should be developed with five distinct sections, as follows.

1. *Learning Objective*. Clearly state your specific learning objective. As you determine your objectives, it may be helpful for you to consider how this experience will relate to your past or present studies, what skills you already possess and what new skills you will develop, and how you may change as a result of this experience. Objectives must be realistic, concrete and able to be observed/or measured.
2. *Methods*. Each learning objective should be accompanied by methods which show how it is to be achieved. If the objective is to acquire knowledge, the methods may include observations, interviews, additional reading, etc. If the objective is to develop a skill, your methods might include simulations, demonstrations, use of video-tapes of performance, etc. If the objective is to enhance self-awareness, keeping a reflection journal could be an effective method. Others could include role playing, discussing critical incidents, etc.
3. *Methods of Evaluation*. Determine the method of evaluating whether or not you have achieved your goal. How are you going to know that you learned it (evidence)? How are you going to prove that you learned it (verification)? For example, if your goal is to improve your improvisation skills, perhaps one method of evaluation would be recording yourself and asking one or two peers to rate your performance.
4. *Resources*. What specific resources will you need to complete each objective? This may include learning resources such as required and supplemental readings, videos of Dalcroze teachers teaching etc.
5. *Completion Date*. State a realistic completion date for each objective.

Evaluation:

The *Learning Contract* is to be submitted in two phases.

Firstly, consult individually with the course professor within three weeks of the start of the semester. Discuss your specific objectives and how you plan to achieve them. A formal, signed copy of the contract should be submitted to the course professor within one week after this initial meeting. Your professor's signature is an indication for you to move ahead with the learning contract. Be sure to make a copy for yourself.

Secondly, by the date indicated in the course syllabus, submit the following:

1. *A reflection on your progress toward each learning objective.*

For each objective, briefly describe and analyze your learning experience. Was it possible to act on all of your methods? Did other actions lead to learning relevant to the objectives? You will be evaluated not on whether you've achieved your goals, but on your effort toward realizing them. Please also explain any changes made to your learning objectives.

2. *A brief assessment of your skills as a Dalcroze teacher.*

Reflect on the statement you provided in the Learning Contract on what it means to be a Dalcroze teacher. To what extent do you fit your initial definition, and to what extent have you needed to reevaluate that definition? Attach a one-page revision of your statement on what it means to be a Dalcroze teacher and assess yourself accordingly.

Dalcroze Learning Contract

Student Name:

Course Number & Title:

Primary Major:

1. Please provide a brief explanation of why you enrolled in this course:

2. Please provide a brief overview of what you hope to learn through this course:

3. Please provide a brief statement of what it means to be a Dalcroze teacher. What are the most important criteria or characteristics?

Course Professor:

I have met with the student and approve the objectives as indicated on this global learning contract. I agree to be available to meet with the student to discuss his/her progress toward achieving these objectives over the duration of this course.

Student:

I concur with and accept the objectives indicated in this global learning contract. I agree to complete all aspects of the contract to the best of my ability and submit a completed contract and required supplementary materials by the specified due date.

Signature

Date

Signature

Date

Learning Objective #1:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Learning Objective #2:

Learning Goal: <i>What I want to learn.</i>		
Methods: <i>How I am going to learn it.</i>		Method of Evaluation: <i>How I am going to show I learned it.</i>
1.		
2.		
3.		
4.		
5.		
Resources: <i>What I will need to learn it.</i>		
Completion Date: <i>By when will I learn it.</i>		

Learning Objective #3:

Learning Goal: <i>What I want to learn.</i>	
Methods: <i>How I am going to learn it.</i>	Method of Evaluation: <i>How I am going to show I learned it.</i>
1.	
2.	
3.	
4.	
5.	
Resources: <i>What I will need to learn it.</i>	
Completion Date: <i>By when will I learn it.</i>	

Learning Objective #4:

Learning Goal: <i>What I want to learn.</i>	
Methods: <i>How I am going to learn it.</i>	Method of Evaluation: <i>How I am going to show I learned it.</i>
1.	
2.	
3.	
4.	
5.	
Resources: <i>What I will need to learn it.</i>	
Completion Date: <i>By when will I learn it.</i>	