

**UNIVERSITY OF NEVADA, LAS VEGAS
C O U R S E S Y L L A B U S****Course Description**

An examination of the legislative, psychological, sociological, and philosophical foundations of music education for special learners and teaching principles derived from these foundations. Active discussion and lesson building, skills and approaches to teach in the music classroom with special learners will be actively included in class meetings.

The materials and information contained in this course and text are intended to provide accurate information about the subject. This is not a legal document; the publisher and authors are not engaged in rendering legal or other professional services. The recommendations contained herein are only guidelines and do not constitute legal advice, and neither the publisher nor the authors warrant or guarantee, in any manner, their suitability for any particular or specific usage. It is recommended that contact be made with an attorney, psychologist, or other competent professional with knowledge of the laws and services pertaining to this subject matter, if expert assistance is required:

Learning Outcomes:

1. Students will demonstrate sensitivity towards, and an understanding of, children's diverse learning styles, abilities, and development so that they will be able to create music lesson plans with necessary adaptations.
2. Students will become familiar with the historical and instructional foundations of music in special education and trends affecting special learners in the United States.
3. Students will analyze current legislation on special education, become familiar with terms related to special learners, and learn about current practice in teaching special learners as it relates to music education.
4. Students will become familiar with the influence society, parents and home life, and the educational system has on special learners in the music curriculum.
5. Students will become familiar with various models of music therapy in school settings, and develop a personal theory of special learners in an inclusive music classroom.
6. Students will research disabilities to discern common challenges, differences in their approach to teaching and share their results with the class.
7. Students will study various teaching approaches, discipline procedures, assessment tools and expectations used with special learners.
8. Students will become knowledgeable in the areas of language, motor, visual, and social development, connecting current research and theory about special learners music education to classroom practice.

Objectives:

1. Students will create, through group projects, lesson plans teaching approaches based on semester's study to use in an inclusive music classroom.
2. Students will create an IEP, with goals and objectives appropriate for school setting.
3. Through exams and activity development, students will demonstrate an understanding of the educational and therapeutic needs of students with specific disabilities covered in reading assignments and lectures.
4. Through activities and written assignments students will demonstrate the ability to logically sequence steps for a musical task and to understand the use of adaptive methods and materials.
5. Students will demonstrate their professionalism through regular attendance and active class participation.

REQUIRED MATERIALS: *Music in Special Education, second edition*; Mary S. Adamek, Alice-Ann Darrow; The American Music Therapy Association, Inc.,; ISBN: 1978-1-884914-26-3

<i>Introduction and Overview</i>	<i>Read Chapter 1 and 2: Assignment #1 Setting and Experience</i>
<i>Federal/State Legislation; History of Special Education & Impact on Music</i>	<i>Read Chapter 3: Assignment #2 Terms and Legislation</i>
<i>Inclusion Principles and Practices</i>	<i>Read Chapter 4: Assignment #3a Inclusion</i>
<i>Teaching Strategies for Successful Inclusion</i>	<i>Read Chapter 5: Assignment #3b Adaptation and Modification</i>
<i>Management and Motivation; Techniques in the Music Setting</i>	<i>Read Chapter 6: Assignment #4 – Management</i>
<i>Music Therapy Music Education ~a collaboration Group Project #2</i>	<i>Study for Midterm</i>
<i>Midterm</i>	<i>Read Chapter 7:</i>
<i>Students with Behavior Disorder</i>	<i>Read Chapter 8: Assignment #5 Teach Strategies Assignment</i>
<i>Cognitive Disabilities: MR, LD, Brain Injury</i>	<i>Read Chapter 9,10,</i>
<i>Communication Disabilities: ASD, Speech/Lang</i>	<i>Read Chapter 11,12</i>
<i>Visual /Hearing Loss</i>	<i>Read Chapter 13 Assignment #6 Assistive Technology</i>
<i>Physical Disabilities</i>	<i>Read Chapter 14-16</i>
<i>Students with disabilities, research, band, family</i>	<i>Prepare presentation</i>
<i>Final</i>	<i>Final project due</i>

Chapter Content

1	Current profile of students with disabilities, implications for music professionals	9	Speech and language disorders
2	History of special ed	10	Autism
3	Inclusion principles and practice	11	Vision loss
4	Teaching strategies	12	Hearing loss
5	Management techniques	13	Physical disabilities
6	Music therapy	14	Research literature on mus therapy with school aged clients
7	Behavioral disorders	15	Students with disabilities in beginning band
8	Cognitive disorders MR, LD, Traumatic Brian injury	16	Family and disability

FINAL PROJECT: Select one disability and provide the following: profile of a student with chosen disability, a specific scenario in a music classroom/lessons/particular setting, IEP and lesson plans modified to show accommodations/modifications made.

Part I: DISABILITY OVERVIEW
• HISTORY: Include a description of the disability, historical development, legislation and current
• SOCIAL INTERACTION & COMMUNICATION: Characteristics of the disability in these areas.
• TEACHING STRATEGIES: Typical teaching strategies used.
• MODIFICATIONS AND ACCOMMODATIONS: What are the commonly used modifications and accommodations?
Part II: CLASSROOM SCENARIO:
1. Show an understanding of the characteristics, learning styles, behaviors, for a student with
a. Include, student age, IQ, Grade Level, General Health information, strengths and
2. Select behavioral & social goal for which the student in the scenario demonstrates difficulty in
3. List the student's competencies as well as deficits as it relates to the areas (music, behavior,
4. Develop a music IEP for the student related to the goals stated above.
5. Indicate how the family or caretaker(s) can assist in the above goals.
6. Develop lesson plans designed to teach the music content area (choose the objectives according
a. Materials needed
b. Focus/objectives
c. Modeling approaches used
d. Multi-modal approaches (plan to use four approaches that must be clearly identified in
e. Formative assessment: What will you be looking for in order to inform you of the
f. Modifications and Accommodations
g. Summative Assessment
7. Summary, conclusions, final remarks.

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within** the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or **within** the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is

https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)