

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-32h	App 1/21/03	App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Susan Wheatley	Email Address wheatley@iup.edu
Proposing Department/Unit Music	Phone 72390

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
☐ New Course	☐ Course Prefix Change	☐ Course Deletion
☒ Course Revision	☒ Course Title Change	☐ Catalog Description Change
MUSC 335 Music for the Exceptional Student		MUSC 335 Music for Students with Disabilities in Inclusive Settings
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate		
☐ This course is also proposed as a Liberal Studies Course.		☐ Other: (e.g., Women's Studies, Pan-African)
☐ This course is also proposed as an Honors College Course.		
3. Program Proposals		
☐ New Degree Program	☐ Program Title Change	☒ Program Revision
☐ New Minor Program	☐ New Track	☐ Other
Bachelor of Science in Music Education		
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Jack Stamp</i>	Date 11/6/02
Department Chair(s)	<i>Susan Wheatley</i> <i>Lorraine Pilkerton</i>	11-6-02 10/31/02
College Curriculum Committee Chair	<i>Anthony H. Smith</i>	11/7/02
College Dean	<i>Michael Stone</i>	11/7/02
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: <i>TECC</i> (include title)	<i>Joseph Domaracki</i>	11-7-02
UWUCC Co-Chairs	<i>Gail Sechrist</i>	1-21-03

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LIBERAL STUDIES

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LIBERAL STUDIES

Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

MUSC 335 Music for Students with Disabilities in Inclusive Settings

1 class hour

1 lab hour

Prerequisites: Admission to teacher certification

1 semester hour

Corequisite: EDUC 242, Section 52

(1c-1l-1sh)

Develops music education skills, techniques, and materials for students with disabilities and special needs within the music classroom setting. Legal rights of students with special needs are stressed with regard to opportunities to participate in music activities and ensembles. This course must be elected concurrently with EDUC 242. Includes field experiences in the music classroom during the EDUC 242 observation period.

II. Course Objectives

Students will be able to

1. Explain aspects of the history and development of education of students with special needs in music classrooms;
2. Demonstrate sufficient knowledge of the law and services available for students with special needs in music with emphasis on PL 94-142, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA);
3. Demonstrate sufficient knowledge of the different types of students with special needs which may be present in the music classroom;
4. Analyze and plan effective instruction and assessment strategies for students with special needs in music classrooms and ensembles;
5. Demonstrate an understanding of the roles of teachers, other professionals, and parents in providing music instruction and other services for students with special needs.

III. Course Outline

A. Foundations for educating students with special needs (1 hour)

1. History of laws and inclusion in music
2. Procedures for evaluation and services
3. Partnerships with other teachers, parents and para-professionals

B. Planning and adapting music instruction for students with low-incidence disabilities (2 hours)

1. Moderate to severe cognitive disabilities
2. Multiple disabilities
3. Visual impairments
4. Hearing impairments
5. Orthopedic impairments
6. Traumatic brain injury
7. Autism

C. Planning and adapting music instruction for students with high-incidence disabilities (2 hours)

1. Speech problems
2. Language problems
3. Communication disorders
4. Learning and behavior disabilities

D. Planning and adapting music instruction for other students with special needs (2 hours)

1. ADHD Attention Deficit-Hyperactivity Disorder

2. Gifted and talented
3. Culturally diverse
4. Students at risk

Exam I (1 hour)

E. Strategies for inclusion of students with disabilities and special needs in the music classroom and in the music ensemble (3 hours)

1. Approaches for planning effective lessons and adaptive strategies for all students within the music classroom and music ensembles
2. Using peer tutoring and cooperative learning strategies to manage instruction in general music and in music ensembles
3. Strategies for behavior management and interventions

F. Evaluation and assessment of the music learning of exceptional students (3 hours)

1. Performance-based assessment in general music
2. Portfolio assessment in general music
3. Performance-based assessment in music ensembles

Final Exam – Written Presentation of Field Experience Journals (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

25% General Music Modified Teaching Unit: Students will develop a one-week teaching unit in the general music classroom and modify it for students with three different disabilities

25% Music Ensemble Modified Teaching Unit: Students will develop a performance unit in a junior high or high school ensemble and modify it for students with three different disabilities

25% Exam I will be multiple choice, short answer, and essay.

25% Final Exam – Written Presentation of Field Experience Journals – description of teaching strategies and assessments observed which demonstrates the inclusion of students with special needs; includes a case study of two music students with special needs.

NOTE: Failure to pass the final exam will result in a failed grade for the course.

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

V. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. (See undergraduate catalog for Undergraduate Course Attendance Policy.)

VI. Required textbooks, supplemental books and readings

Sobol, Elise (2001) *An Attitude and Approach for Teaching Music to Special Learners*. New York: Pentland Press.

Mancuso, Ellen (1999). *The Right to Special Education in Pennsylvania*. Philadelphia: The Education Law Center – PA.

VII. Special requirement

Students will observe 35 hours of instruction in the music classroom as a result of concurrent enrollment in EDUC 242, Section 52, Pre-student Teaching I. During this time the student will keep a journal and complete a case study of two students with special needs. The final exam of this course will consist, in part, of a written presentation of the case studies and interviews of professionals and para-professionals. As noted above, failure to meet the requirements of this final exam will result in a failed grade for the course.

VIII. Bibliography

- Birkenshaw-Fleming, Lois (2000). *Come on Everybody, Let's Sing: Music Activities for All Children in Regular, Mainstreamed and Special Classes*. New York: Prentice-Hall.
- Friend, Marilyn and Bursuck, William (2002). *Including Student with Special Needs*, 3rd Edition. Boston: Allyn and Bacon.
- Taylor, Jack A., Barry, Nancy H. & Walls, Kimberly C. (1997). *Music and Students at Risk: Creative Solutions for a National Dilemma*. Reston, VA: MENC. ISBN 1-56545-104-X.
- Wilson, Brian. (1996). *Models of Music Therapy: Intervention in School Settings from Institution to Inclusion*. American Music Therapy Association.

2. Summary of the Proposed Revisions

This course substitutes for EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings. Therefore, the title change of the course reflects an effort to more closely align a course for music majors to the generic course taught across the curriculum. Lectures will be centered around the identification of special learner needs within the general music classroom and teaching and learning strategies specific to music teaching. The instructor is encouraged to collaborate with the Special Education Department for the enhancement of course topics.

A major component of the course will be to write a directed journal including a case study of two special learners observed in EDUC 242 which is to be elected concurrently with this course.

The semester hours for this course will change from 2 to 1 which reflects the change in the teaching structure of the course. Previously, MUSC 335 was taught as a methods course for students in both music education and special education. There were opportunities for teaching presentations to peers during the class time (hence the 2 credit designation) and at the University Lab School which included special learners at that time. The present proposed course is designated as lecture during the 14 hours of class time. Students will therefore prepare written teaching units in lieu of delivering teaching presentations. To further compensate for the loss of the University Lab School, students will observe special learners during EDUC 242 which will be elected concurrently with this course.

3. Justification/rationale for the revision

Music educators are presented with unique and special circumstances when challenged with meeting the needs of special learners. Students with disabilities in the K-12 setting have a right to opportunities in music ensembles such as chorus, band, orchestra, piano class, and guitar class. In addition they deserve high quality individual and group experiences in the general music classroom. Music educators have a long history of meeting these needs since the laws from the 1970s have mandated equal access to education for special learners. Music classrooms, along with other subjects that were designated as "non-academics" at that time, were the first areas of inclusion following this law. As such, many institutions have a history of offering a Music for Special Learners courses through the music department. This had been the case at IUP which offered MUSC 335 every semester until AY 1993-94. The Supportive Document section of this program proposal presents a survey of music courses for special learners currently offered by music departments in other selected universities (West Chester University of Pennsylvania, Western Michigan University, University of Kansas, New York University, Michigan State University).

With this proposal, the Department of Music seeks to reactivate MUSC 335 for several important reasons. A recent 10-year review of the Department of Music by the National Accreditation of Schools of Music (NASM) resulted in the recommendation of the inclusion of diverse and special learner strategies within the music education curriculum. As such, it is considered preferable to design a course within the discipline area

to give students a more relevant experience. As stated above, the Department of Music has a history of offering MUSC 335, Music for the Exceptional Student, which was geared specifically for issues with music and disabilities. A survey of music students during the NASM evaluation period demonstrated that students would prefer to take a course geared toward the special issues presented by teaching music to special learners. This course revision includes a change of title, up-to-date materials, texts and a revised content to reflect contemporary trends in this field, as well as reflecting the mission of our *Project: Meno Mosso* program revision to offer more quality in fewer semester hours so that we can maintain our accreditation with NASM and other accreditation agencies.

4. Old Syllabus of Record

I. Catalog Description

MUSC 335 Music for the Exceptional Student

2 class hours
2 lab hours
2 semester hours

(2c-2l-2sh)

Develops music education skills, techniques, and materials for the emotionally, mentally, physically, or neurologically handicapped student and the gifted. Designed for students in music education, special education, and elementary education.

II. Course Objectives

Students will be able to

1. Explain aspects of the history and development of education of exceptional children in music classrooms;
2. Demonstrate sufficient knowledge of music philosophies and methods to teach special learners;
3. Develop effective skills for teaching recorder and using guitar in music classrooms with special learners;
4. Demonstrate sufficient knowledge of the different types of exceptional students who may be present in the music classroom;
5. Implement effective instruction for the exceptional students in music classrooms and ensembles.

III. Course Outline

A. Philosophy and Methods (19 hours)

1. Write a rationale for integrating music with special education
2. Introduction to music education/music therapy
3. Teaching a Song or Rhyme
4. Movement: Dalcroze, Froseth
5. Orff and Kodaly Philosophy
6. Teaching a Rhythm or Solfege Sequence
7. Teaching a Movement Piece
8. Teaching an Orff Arrangement

Skills Practicum Exam: Recorder (1 hour)

Exam I: Philosophies and Methods (1 hour)

C. Music Activities for Special Children (20 hours)

1. Music for Emotionally Disturbed and Autistic Children
2. Music for Learning Disabled
3. Music for Mentally Retarded Children
4. Music for Hearing, Motor, and Visually Impaired Children
5. Music as an aid in Speech Remediation
6. Music for Gifted Students

Skills Practicum Exam: Recorder (1 hour)

Final Exam: Music Activities for Special Children (2 hours)

IV. Evaluation Methods

The final grade will be determined as follows:

20% Papers: Rationale and Lesson Plans

40% Five Teaching Projects

20% Two Skills Practicum

20% Two Exams

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $<60\%$

V. Attendance Policy

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions. (See undergraduate catalog for Undergraduate Course Attendance Policy.)

VI. Required textbooks, supplemental books and readings

Zinar, Ruth (1987). *Music Activities for Special Children*. West Nyack, NY: Parker Publishing Company, Inc.

Wheatley, Susan. (1993) Course pack available from Kinkos.

VII. Special resource requirement

Soprano Recorder; Guitars available in Music Lab. Three observations of University School classes required.

VIII. Bibliography

Birkenshaw-Fleming, Lois. (1989). *Come on Everybody, Let's Sing: Music Activities for All Children in Regular, Mainstreamed and Special Classes*. New York: Prentice-Hall.

Graham, Richard, Ed. (1975). *Music for the Exceptional Child*. Reston, VA: MENC.

5. Liberal Studies course approval form and checklist – N/A

6. Supportive Documentation

COURSE: MUSC 335 Music for Students with Disabilities

RELEVANCE: Similar Courses Offered at Other Universities

WESTCHESTER UNIVERSITY OF PENNSYLVANIA

MUE 428 Music in Special Education (3) Characteristics of special pupils; adaptation of teaching techniques, materials, and curriculum. PREREQ: MUE 231, 232, or 331.

Source: website below; Online Catalog: Music Education requirements.

http://www.wcupa.edu/_INFORMATION/OFFICIAL.DOCUMENTS/Undergrad.Catalog/MusicEDU.htm

WESTERN MICHIGAN UNIVERSITY

Music for the Special Student (MUS 385) 2 sh

This course will provide an overview of disabilities, federal and state requirements, and problems of the gifted, talented, and culturally differentiated student. Methods for providing successful music experiences will be discussed. The course will provide opportunities to plan sample strategies (including individualized) for the special student found in the music classroom. Prerequisite: MUS 348 or concurrent

Source: <http://www.ur.wmich.edu/cgi-bin/Catalog/01-03/TitleDisplay.pl?BKey=1711>

NEW YORK UNIVERSITY

Music for Exceptional Children (E85 1204) 2 sh

Music/movement experiences for individuals with mild to moderate impairments and dysfunctions. Emphasis on learning strategies in heterogeneous school classrooms. Aesthetic facets in the individual education program.

Source: <http://www.nyu.edu/education>

Online catalog of the Steinhardt School of Education, New York University

UNIVERSITY OF KANSAS

MEMT 251 Music for Exceptional Children. Principles, materials, and adaptive techniques for music with exceptional children. Music assessment and evaluation procedures, music in the IEP, music placement alternatives, special music instructional and therapeutic techniques. 3 sh.

Sources: University of Kansas Course Catalog, page 350, B.M.E.: Music Education courses.

Web site: <http://www.ur.ku.edu/Acadpub/ugradcat/09UGFineArts00.pdf>

MICHIGAN STATE UNIVERSITY

MUS 271 Music Therapy: Instrumental, Vocal, and Movement Techniques (for Music Education majors) 3 sh

Source: <http://www.msu.edu/unit/ucandc/updated/almus.pdf>

Online catalog; School of Music, page 6.