**New Course Request**

**Indiana University**  
**South Bend Campus**

**Check Appropriate Boxes:**  
- Undergraduate credit [x]  
- Graduate credit [ ]  
- Professional credit [ ]

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1. **School/Division:** ARTS/MUSIC  
2. **Academic Subject Code:** MUS-U

3. **Course Number:** 857  
   (must be cleared with University Enrollment Services)

4. **Instructor:** Staff

5. **Course Title:** MUSIC IN SPECIAL EDUCATION
   
   **Recommended Abbreviation (Optional):**  
   (Limited to 32 Characters including spaces)

6. **First time this course is to be offered (Semester/Year):** Fall 2012

7. **Credit Hours:** Fixed at [x] 3  
   or Variable from ______ to ______

8. **Is this course to be graded S-F (only)?** Yes [x]  
   No [ ]

9. **Is variable title approval being requested?** Yes [x]  
   No [ ]

10. **Course description (not to exceed 50 words) for Bulletin publication:**  
    See attachment (1PPW)

11. **Lecture Contact Hours:** Fixed at [x] 3.0  
    or Variable from ______ to ______

12. **Non-Lecture Contact Hours:** Fixed at [x] 0.0  
    or Variable from ______ to ______

13. **Estimated enrollment:** 15  
    of which 0 percent are expected to be graduate students.

14. **Frequency of scheduling:** Fall semi-annual

15. **Will this course be required for majors?**  
    Yes [x]  
    No [ ]

16. **Justification for new course:** Required for new Bachelor of Music Ed.

17. **Are the necessary reading materials currently available in the appropriate library?**  
    Yes [x]  
    No [ ]

18. **Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.**

19. **If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.**

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**Submitted by:**

**Department Chairman/Division Director:**  
Date: 11/09/04

**Dean of Graduate School (when required):**

Date: 

**Approved by:**

**Dean:**  
Date: 11/24/04

**Chancellor/Vice-President:**

Date: 

**University Enrollment Services:**

Date: 

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;  
Department/Division—Pink; University Enrollment Services Advance—White
MUS U357 - Music in Special Education

Introduction to teaching music to special needs students including those with cognitive, physical, behavioral, and emotional disabilities. Development of skills in planning and structuring experiences to facilitate appropriate participation of students in the K-12 classroom. Overview of various disabilities and historical, cultural, and ethical issues. Participation in experiential music lessons and simulations; field observations of special needs students in music education.

Preparation for Course
P: X297.
Cr. 3.
U357 MUSIC IN SPECIAL EDUCATION
(3 credits; 10 hours observation)
COURSE SYLLABUS

Course Description
P: X297 (Music Education Upper Division status)

Introduction to teaching music to students who have special needs, including cognitive, physical, behavioral and emotional disabilities. The course includes the development of skills in planning and adapting music lesson plans for K-12 students, and structuring experiences to facilitate appropriate participation by all students. This class will provide an overview of various disabilities; historical, cultural and ethical issues related to special education; determination and application of appropriate teaching techniques; participation in experiential music lessons and simulations; and field experiences involving observations of students with special needs participating in music education.

Course Objectives and Associated INTASC Standards

Students will:

1. Demonstrate understanding of the causes and characteristics of cognitive, physical, behavioral, and emotional disabilities. INTASC Standard 2

2. Demonstrate skill in organizing, sequencing, structuring and adapting music experiences in K-12 education according to developmental abilities, chronological age, interests, and needs of participants. INTASC Standards 2, 3, 8

3. Demonstrate classroom management and teaching techniques to facilitate appropriate and successful participation in K-12 music-based experiences with diverse populations. INTASC Standards 3, 5, 7

4. Demonstrate understanding of adaptations to classroom and rehearsal room settings, including adaptations to space, layout, instruments and performance venues, to include students with special needs. INTASC Standards 3, 5, 7

5. Demonstrate familiarity with and utilize a variety of music resources in music education and special education including songs, movement, instrument playing, recreational drumming, and Orff-Schulwerk materials from Western and non-Western cultures and traditions. INTASC Standards 1, 3

6. Demonstrate ability to adapt musical scores, participation expectations and learning processes for students with special needs who are enrolled in performing ensembles on the secondary level. INTASC Standards 3, 4, 7, 8
7. Document familiarity with current research involving music within the special education context as well as research involving teaching students with special needs within the music education classroom. *INTASC Standard 1*

8. Demonstrate knowledge of the legal precedents for special education. *INTASC Standards 1, 2, 3, 7, 8*

9. Demonstrate understanding of the collaborative possibilities among the special education teacher, music teacher, classroom teacher and parents of students with special needs. *INTASC Standards 2, 5, 6, 7, 9, 10*

10. Observe and reflect upon music education settings serving students with special needs. *INTASC Standards 2, 3, 4, 5, 9*

**Textbooks and Resources**

A. Required:


Readings on Library Reserve.

**Course Format, Expectations and Structure**

This course is organized into three main units including:

A. Overview of exceptionalities
   1. Mental Retardation and Developmental Disabilities
   2. Learning Disabilities
   3. Severe and Multiple Disabilities
   4. Physical Disabilities
   5. Hearing and Visual Impairments
   6. Emotional and Behavioral Disorders
   7. Gifted and Talented

B. Aspects of Special Education and Specialized Music Education
   1. Overview of Historical Aspects
   2. Legal Aspects of Special Education
   3. Current Research in Music Education
   4. Individualized Education Plans in Music
   5. Resources for the Special Music Educator
C. Methods and Materials
   1. Teaching Techniques, Adaptations and Modifications
   2. Behavior Management
   3. Addressing and Modifying State Standards
   4. Orff-Schulwerk Applications
   5. Adapting Ensemble Participation
   6. Field Experiences
   7. Collecting Resources

Teaching methods in this course will include lecture, group discussion, cooperative learning dyads, peer teaching, audio-visual presentations, and demonstrations by the professor and/or guest lecturers. Teaching methods will also include active student participation in experiential music experiences, role playing, music experience leadership skill development and observations of music educators.

**Class Assignments and Evaluations**

*Class Attendance and Participation*

Regular attendance and active participation in discussion and activities are expected. Brief reading quizzes will be conducted throughout the semester over readings and lecture materials.

*Music Leadership and Facilitation Skills*

Students will peer-teach lessons in class. Students will lead assigned lesson analysis assignments or assigned songs from the text and/or demonstrate a music experience associated with their individual project.

*Activity Analysis Assignments*

Activity analysis assignments are specialized music education plans that are designed to foster planning skills. Successful completion of these assignments enhances activity leadership skills through the careful analysis of teaching behaviors and student expectations. Critical thinking skills and creative applications to new situations are stressed. Clear and cogent writing skills are expected.

*Field Experiences*

Students will observe professional music educators working with students with special needs (minimum of ten contact hours of observation). Students will research the population prior to the observation, develop pertinent questions and complete a reflection assignment after each observation.
Lesson Plan Notebook

Students will complete lessons plans for specific target groups that demonstrate musical and non-musical goals and utilize appropriate musical techniques or methodologies. Students are expected to collect teaching ideas throughout the course; resources must include a variety of sources in addition to the required texts for class.

Final Project

Students will choose a specific topic area related to music in special education and develop an in-service presentation. Students will research a specific disability/diagnosis and complete a written paper including possible music experiences for students with special needs. Students will present information verbally to class/panel of professionals.

Grading Guide

90% or above = A
80%-89% = B
70%-79% = C
60%-69% = D
59% or below = F

Attendance Policy

Absences

A maximum number of two (2) absences or the equivalent of one week’s worth of classes will be tolerated. Even in the event of an absence, success in this course is heavily reliant upon active student participation.

Absences and late arrivals to class will result in a lower grade. Beginning with the second absence for once a week classes and the third absence for twice a week classes, a student's final letter grade will be lowered by 5% for each unexcused absence.

Late Arrivals to Class

Students are expected to arrive to class on time and be ready to participate when class begins. Late arrivals to class will be documented. Two late arrivals will equal one absence.

Late arrival to class after one-half or more of the class is over will count as an entire absence. Leaving class early is treated in the same manner as a late arrival.
Notification in the Event of Absence

Students are strongly encouraged to alert the instructor as to their need to be absent from class prior to beginning of class. Students may notify the instructor of emergencies by leaving a message on voice-mail or emailing. Students who are aware of absences from class due to extenuating circumstances are strongly encouraged to notify the instructor as soon as possible (e.g. beginning of semester).

Acquiring Handouts and Returned Papers After an Absence

In case of an absence, it is the student’s responsibility to obtain any handouts, paperwork, assignments, etc. from the instructor. The instructor will not provide missed lecture notes to students. Students may contact the instructor to make arrangements to receive handouts prior to the next class meeting.

Severe Weather and Adverse Travel Conditions

Class time may be delayed or canceled in the case of a severe travel advisory. Please check O ncourse for announcements about class cancellations.

Class Cancellation Policy

The instructor will modify the course calendar to cover essential topics in case of the cancellation of a class session. Canceled class sessions will not be made up or rescheduled.

General Statements Concerning Class Procedures

The professor will adhere to all university policies concerning attendance, make-up tests, cheating/plagiarism, as well as withdrawal, incomplete, and final examinations. Students are expected to be familiar with and adhere to these policies. The instructor will retain copies of tests and project outlines. The instructor has the right to modify the syllabus during the course of the term. The instructor will announce revisions in class. Major revisions or multiple revisions of due dates will result in a revised daily calendar with a printed copy for each student.

Due Dates of Assignments and Policy Concerning Late Work

Assignments are due on the date notated on the class calendar or revised date designated/announced by the instructor. Assignments are considered on time at the beginning of the class period. Assignments handed in after the beginning of class will be considered late and will involve a 10% reduction in points. Late work received after the completion of class will result in a reduction of points. Points will be deducted for each
working day the university is open at the rate of 20% of the earned point value of the assignment for the first twenty-four hours and an additional 20% of each following day up to 48 hours after the deadline.

Late assignments should be given directly to the instructor or to the music department personnel who will place your assignment in the appropriate faculty mailbox.

**Individual Conferences Are Available by Appointment**

Students who would like to discuss their progress, course work, or assignments should see their respective instructor during scheduled office hours or schedule an individual appointment to insure adequate time and attention.

**Accommodations For Religious Observances Statement**

If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs ("VCAA"). Either the instructor or the student may appeal the VCAA’s decision to the Office of Affirmative Action within ten business days of the determination.

**Disabilities Statement**

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Disabled Student Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services [www.iusb.edu/~sbdss/services.shtml](http://www.iusb.edu/~sbdss/services.shtml)

**Academic Honesty Statement**

It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing ([www.dsa.indiana.edu/Code/](http://www.dsa.indiana.edu/Code/)). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

All students have an obligation to behave honorably and to respect the highest ethical standards in carrying out their academic assignments. Academic dishonesty is defined to include any form of cheating and/or plagiarism. Assignments must be done individually.