

Bucknell University
Department of Music, Music Education
MUSC 230 Music for Exceptional Children
Fall 2021 | T & R 01:30–02:50 PM | SWMU 117

Instructor Information

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hours: Wednesdays, 01:30–03:00 PM or by appointment

Course Description

Music is for every child. This course is designed to develop curricular, theoretical, ethical, legal, and pedagogical competencies for designing and teaching music to exceptional children, taking into account music and special education objectives, child development and learning styles, and the facilitation of inclusion, IEPs, and least restrictive environments. An intensive practicum in a public school self-contained Multiple Disabilities/LifeSkills class is a vital component of the second portion of this course. In addition, the course will introduce current trends and materials in music and special education.

Course Objectives

Students will:

- Demonstrate an understanding of/ability to plan for: type, identification, and characteristics of different types of disabilities, as well as effective evidenced-based instructional practices and adaptations.
- Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
- Use assessment data to monitor performance, identify needs, inform instructional plan, and determine special education placement decisions and eligibility.
- Use evaluative data on an individual and class level to identify and implement instructional and/or programmatic revisions for quality improvement.
- Identify effective instructional strategies to address areas of need and align curriculum and instructional practices.
- Scaffold instruction, monitor student progress, and provide feedback to students.
- Analyze student performance and implement instructional modifications as appropriate.
- Demonstrate an awareness of diverse student needs and differentiate instruction.
- Use research-supported methods for universally designed instruction.
- Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- Design unit of musical instruction and implement the unit in a local school.

Course Materials

- Hammel, A. M. & Hourigan, R. M. (2017). *Teaching music to students with special needs: A label-free approach* (2nd ed.). New York, NY: Oxford University Press.

Expectations

I expect that you will (1) attend and be on time for every class, (2) notify me if you are unable to attend class, (3) submit work before the assigned deadline, (4) complete all required readings, (5) take thorough notes on all readings, (6) engage in class discussions professionally, thoughtfully, and critically, (7) dress professionally (e.g., skirt, appropriate blouse, dress pants, appropriate shoes, and/or tie) for all school observations/teaching, and (8) advocate for your education, including communicating with me about any concerns or questions.

Attendance

Class (including observations and/or departures from Bucknell) will begin on time. More than three absences for any reason will result in a full letter grade reduction. Every second tardy will equal one absence.

University Disability Policy

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please feel free to talk to me as well as submit the Disability Accommodation Request Form or contact the Office of Accessibility Resources at OAR@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building so that such accommodations may be arranged.

Masking

In accordance with the University's rule that all individuals are to be masked at all times whenever inside campus buildings, you must be fully masked at all times when attending class. Unless and until the University announces a formal change to this policy in a written communication to the campus community, the masking policy will remain in effect. "Fully masked" means having a mask fully covering both your mouth and the entirety of your nostrils; wearing a mask over your mouth but not covering your nose entirely is as good as not wearing a mask at all. There are no exceptions to this masking requirement.

Assignments

Specific assignment requirements (including detailed instructions, expectations, formatting rules, page number limits, etc.) for each assignment is described in Moodle.

Assignment	Due	Points
Quick Guides (12 of 14, 10 pts each)	by each class	120
Suggested Exams Questions (~2 questions per reading, 25 questions total, 2 pts per question)	by each class	50
Accommodate, Modify, or Universally Design a Musical Task (2 total, 15 pts each)	by sign-up	30 (P/F)
Specific Disability Presentation	by sign-up	50
Webinars (2 total, 25 pts each)	09/09, 10/07	50
Exam	10/24	100

Practicum: Weekly Lesson Plans, Teaching, & Reflections (7 total, 50 pts each)	weekly beginning in October	350
Final Reflection	TBD	25
Final Digital Notebook	TBD	25
TOTAL		800

Grading

Letter	High	Low
A	100%	93%
A-	92%	90%
B+	89%	87%
B	86%	83%
B-	82%	80%
C+	79%	77%
C	76%	73%
C-	72%	70%
D	69%	60%
F	59%	0%

A few rules:

- In general, late work will not be accepted. If issues or concerns arise, please proactively communicate them with Dr. R.
- Except for the Final Notebook, an extension to one assignment may be granted if requested more than 48 hours prior to the assignment being due.
- Per Bucknell policy, any academic misconduct (cheating, plagiarism, etc.) will be directed to the dean of students.
- There is no extra credit.

Course Schedule

Note: I will make every effort to follow to the course schedule as described below, *but the schedule is subject to change*. Due to on-going issues surrounding COVID-19, you should expect that the schedule below will change. A tentative schedule of due dates are provided below, but official due dates will be posted on our Moodle page.

Unit	Week	Date	Reading/Activity	Due
Introduction	1	08/24	Syllabus	
		08/26	H&H Chapter 1: Public School Education within a Democracy	Quick Guide 1
	2	08/31	H&H Chapter 2: The Current Structure of Special Education in Our Schools	Quick Guide 2
		09/02	Darrow & Adamek (2017) – Recent and continuing initiatives and practices in special education Dobbs (2017) – Equity in music education	Quick Guide 3
Teaching, Curriculum, and Specific Disabilities	3	09/07	H&H Chapter 4 (pp. 63-84): A Resourceful and Pedagogical Approach to Teaching Students with Special Needs	Quick Guide 4
		09/09	Fitzgerald (2006) – I sent my best Matthew to school every day	Quick Guide 5 Webinar 1
	4	09/14	H&H Chapter 4 (pp. 84-98): A Resourceful and Pedagogical Approach to Teaching Students with Special Needs	Quick Guide 6
		09/16	McCord & Fitzgerald (2006) – Children with disabilities playing musical instruments Fuelberth & Todd (2017) – I dream a world	Student Presentation: Down Syndrome Student Presentation: Autism Spectrum Disorder Quick Guide 7
	5	09/21	H&H Chapter 5: Developing a Student-Centered and Inclusive Music Classroom	Quick Guide 8
		09/23	Darrow (2010) – Music education for all – Employing principles of universal design	Student Presentation: Blindness & Visual Impairments Student Presentation: Deaf & Hard of Hearing Quick Guide 9
	6	09/28	H&H Chapter 6 (pp. 125-143): Curriculum and Assessment for Students with Special Needs	Quick Guide 10
		09/30	VanWeelden & Heath-Reynolds (2017) – Steps to designing authentic assessments for students with disabilities in music classes	Student Presentation: ADHD Student Presentation: Dyslexia Quick Guide 11
	7	10/05	H&H Chapter 6 (pp. 143-152): Curriculum and Assessment for Students with Special Needs	Quick Guide 12
		10/07	Practicum 1: Meet & Greet	Webinar 2

	8	10/12	No Class: Fall Break		
		10/14	Practicum Debrief / Prep H&H Chapter 7: Teaching Strategies for Performers with Special Needs	Quick Guide 13	
	9	10/19		Exam	
10/21		Practicum Debrief / Prep			
Practicum	10	10/26	Practicum 2: Teaching		
		10/28	Practicum Debrief / Prep		
	11	11/02	Practicum 3: Teaching		
		11/04	Practicum Debrief / Prep		
	12	11/09	Practicum 4: Teaching		
		11/11	Practicum Debrief / Prep		
	13	11/16	Practicum 5: Teaching		
		11/18	Practicum Debrief / Prep		
	No Class: Thanksgiving Break				
	14	11/30	Practicum 6: Teaching		
		12/02	Practicum 7: Teaching		
	15	12/07	Practicum 6/7 Debrief Practicum Make-Up for Snow Day, if needed H&H Chapter 8: Teaching Music to Students Who Are Intellectually Gifted	Quick Guide 14	
			12/??	Final Exam (No exam)	Final Reflection Final Digital Notebook