



University of Central Florida
MUE 4393-0001 ~ Music and Students with Exceptionalities
Dr. Kelly A. Miller, Instructor

Course Syllabus ~ Spring 2018	
Time/Location	Class meets M/W – 12:30-1:20 in room PACM116
Office Hours:	M/W – 9:30-11:00; T/Th – 1:30-2:30; or by appointment
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Catalog Description

This three-credit course provides information and practice in using various strategies to help music teachers with the instruction of learners with exceptionalities in music classrooms. Emphasis on characteristics, Universal Design, accommodations, modifications, and assistive technologies. Discussion of Response to Intervention. Field experiences and teaching experiences.

Objectives

The students will:

- Develop a philosophy of music education that directly influences music learning and teaching goals.
- Understand how children with specific disabilities and abilities learn music.
- Utilize a variety of pedagogical approaches that assist music learning.
- Develop an understanding of various learning styles.
- Gain teaching skills.
- Observe specific populations.
- Develop collaborative skills.
- Understand adaptations and modifications for the inclusion of special learners.
- Participate in a variety of learning experiences that include group discussions of readings, lectures and demonstrations, in-class musical performances, written assignments, directed observations and peer/field teaching experiences.
- Collaborate with special education teachers, paraprofessionals, peers, music therapists, and music teachers.
- Demonstrate knowledge of special education practices, IDEA and related laws, RTI, LRE (levels of inclusion and reverse inclusion), FAPE, and ADA.
- Describe characteristics of exceptionalities including gifted and the pillars of inclusion (research based practice, accommodations, modifications of curriculum, collaboration, needed resources, independence, UDL, teacher and peer attitude).
- Research a disability (provide characteristics and the need for the above pillars of inclusion to provide student success in performing, composing and describing music.
- Shape a personal philosophy of music education through a cooperative in-class developmental approach.
- Locate and describe assistive technologies and their relationship to teaching and learning in music

- Develop knowledge indicators of Florida Professional Teaching Standards
- Develop performance indicators of the Florida Professional Teaching Standards
- Revise lesson plans to include Principles of Universal Design for Learning.

Musicianship skills will be reinforced through:

- Development of aural and rhythm skills essential to quality musical modeling through playing, singing, moving, listening, composing and creating.
- Performance on pitched and unpitched classroom instruments.
- Arranging of music literature for children's vocal and instrumental performance.

Writing, speaking, and critical thinking skills will be reinforced through:

- Presentation of all course assignments in written or oral formats.
- Sharing of ideas and concepts that contribute to a developmental philosophy of music education.
- Written lesson plans that reflect an understanding of musical growth.
- Teaching presentations that represent appropriate vocal, instrumental, observational and verbal skills for various stages of musical development.
- Critical analyses of readings and practicum

Philosophy

- Cognition is enhanced through active participation.
- Students learn in different ways, all learning styles are taken into consideration.
- Self-confidence plays a major role in success.

Required Text

Hardman, Michael L., Drew, Clifford J., and Egan, M. Winston. (2017). *Human Exceptionality: School, Community, and Family*, Twelfth Edition. Wadsworth, Cengage Learning: Belmont, California. ISBN 978-1305500976

Suggested Text

VanderLinde, Blair and McCord, Kimberly A. (2016) *Exceptional Music Pedagogy for Children with Exceptionalities*, Oxford University Press: New York, NY. ISBN 978-0-19-023457-7

<p>Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)</p>	<p>The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.</p>
<p>Academic integrity</p>	<p>UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects,</p>

	<p>reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a text, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: http://www.goldenrule.sdes.ucf.edu/11_behavior.html</p>
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The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

Attendance, Punctuality, and Participation

Students are expected to attend all classes. Your presence at each class enriches our collective learning experience. With the awareness that illness and emergencies can occur, students are allotted two absences without academic penalty. See chart below explaining absences. Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. This includes small and large group discussion, teaching rounds, the preparation of reading assignments, and in-class assignments.

Grading

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses.

All work will be turned in on time. (Even if you do not attend class) Professional behavior (meeting deadlines) is expected. Failure to turn work in on time or to ask for an extension will result in a loss of credit. Late work will not be accepted.

Extension – If absolutely necessary to extend a due date, please contact Dr. Miller prior to an assignment due date. You must receive permission in writing (email is best). When you turn in the extended assignment, attach the written permission extension to the assignment. One extension will be accepted per semester.

Professionalism (employable)

Reliable – Late work will not be accepted. One extension will be accepted per semester.

Assignments are due at the start of class or by announced times on Webcourses.

Attention to detail/organization – All assignments must be submitted as defined by Dr. Miller

Attendances – see breakdown below.

• Participation in Classroom Activities **100 points**

Absence and Grading Breakdowns

1 absence = 95	A	93-100	C	73-76
2 absences = 90	A-	90-92	C-	70-72
3 absences = 85	B+	87-89	D+	67-69
4 absences = 75	B	83-86	D	63-66
5 absences = 65	B-	80-82	D-	60-62
6 absences = 55	C+	77-79	F	0-59

• Weekly Reflective Statements 13 @ 10 points each **130 points**

Reflections on readings

• Universal Design for Learning (UDL) **10 points**

• Technology Project **10 points**

• Mid-term **100 points**

• 6 Teaching/Observations

Four hours of field observations will be documented. Incomplete final grade will be given until all observations are complete.

• Project Presentations:

Including a Student with _____ in Music Classes/Ensembles **50 points**
(insert selected disability)

• Final - Comprehensive **100 points**

COURSE OUTLINE (practical teaching experience, reports, and assignments throughout the semester)

I. Introduction – What is Exceptionality?

A. **Pillars of Inclusion**

1. Research based practice
2. Accommodations
3. Modifications of curriculum
4. Collaboration
5. Needed resources
6. Independence

- 7. UDL
- 8. Teacher and peer attitude
- C. Musical abilities, goals, and objectives
 - 1. Lesson planning
 - 2. Teaching strategies
- D. Inclusion & Reverse Inclusion
- E. Multicultural and diversity issues.
 - 1. Nondiscriminatory assessment
 - 2. Cultural bias, poverty, and other factors
- II. Early childhood, elementary, and secondary education
 - A. Early intervention
 - B. Educational collaboration and developmental approaches
 - C. Secondary and functional approaches
- III. Specific disabilities & Adaptations - high incidence and their relationship to pillars
 - A. Learning Disabilities
 - B. Attention Deficit/Hyperactivity Disorder
 - C. Tourette's Syndrome
 - D. Emotional/Behavior Disorders
- IV. Physical and Health disabilities
- V. Other disabilities - low incidence
 - A. Autism
 - B. Communication
 - C. Brain injury
 - D. ID & DD
 - E. Vision & Hearing
- VI. Gifted, creative, and talented
- VIII. Technology Projects

Note: Contents of syllabus (e.g., dates, assignments, grading) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on the Music Department website (www.music.ucf.edu).

Course Outline

Week 1

Jan. 8 Why do we need this class?
 What is good for the special learner is good for all learners.
 Begin Pillars

Jan. 10 Pillars

For next class (Jan. 17) - Read: Dr. Chris Lapka's Article

Week 2

Jan. 15 No class; MLK day

Jan. 17 **Discussion on article by Dr. Chris Lapka**
Pillars

For next class:
Read: Music Theory Article

Week 3

Jan. 22 Pillars
Assign Projects and begin research for Report

Read: Hardman, Drew, and Egan, Chapters 1 and 2
Write a reflection on both Chapter 1 and 2; 1-2 pages for each, typed or hand
written (if writing is legible!), double-spaced, 12-point font if typed

Jan. 24 **Reflections for Chapter 1 and 2 due**
Understanding Exceptionalities in the 21st Century
Education for All

Read: Hardman, Drew, and Egan, Chapters 3 and 4
Reflections on Chapter 3 and 4

Week 4

Jan. 29 **Reflections for Chapter 3 and 4 due**
Inclusion and Multidisciplinary Collaboration in the Early Childhood and
Elementary School Years
Secondary Education and Transition Planning

Read: Hardman, Drew, and Egan, pp. 156-181 of Chapter 7
Reflection on Chapter 7

Jan. 31 **Reflection for Chapter 7 due**
Learning Disabilities

Week 5

Feb. 5 Students with Learning Disabilities

Read: Hardman, Drew, and Egan, Chapter 8
Reflection of Chapter 8

Feb. 7 **Reflection for Chapter 8 due**
Emotional/Behavior Disorders

Week 6

Feb. 12 “F.A.T. City” video

Feb. 14 “F.A.T. City” video

Read: Hardman, Drew, and Egan, Chapter 9
Reflection of Chapter 9

Week 7

Feb. 19 **Reflection of Chapter 9 due**
 Intellectual and Developmental Disabilities

Feb. 21 Universal Design for Learning
 UDL Lesson Plan

Read: Hardman, Drew, and Egan, Chapter 10
Reflection of Chapter 10

Week 8

Feb. 26 **Reflection of Chapter 10 due**
 Communication Disorders

Read: Hardman, Drew, and Egan, Chapter 11
Reflection of Chapter 11

Feb. 28 **Reflection of Chapter 11 due**
 Autism Spectrum Disorders

Week 9

Mar. 5 Prepare for Mid-term

Mar. 7 **Mid-term**

Mar. 12-16 Spring Break

Week 10

Mar. 19 Review

Read: Hardman, Drew, and Egan, Chapter 14
Reflection on Chapter 14

Mar. 21 **Reflection for Chapter 14 due**
 Physical Disabilities and Other Health Disorders

Read: Hardman, Drew, and Egan, Chapter 13

Reflection on Chapter 13

Week 11

Mar. 26 **Reflection for Chapter 13 due**
Sensory Disabilities: Hearing and Vision Loss

Mar. 28 Student Presentations

Week 12

Apr. 2 Student Presentations

Read: Hardman, Drew, and Egan, Chapter 12
Reflection on Chapter 12

Apr. 4 **Reflection for Chapter 12 due**
Severe and Multiple Disabilities

Week 13

Apr. 9 Technology Projects

Apr. 11 Guest Speaker

Read: Hardman, Drew, and Egan, Chapter 15
Reflection on Chapter 15

Week 14

Apr. 16 **Reflection on Chapter 15 due**
Gifted, Creative, and Talented

Apr. 18 How the Orff Approach Can Support Inclusive Music Teaching
(Blair and McCord)

Week 15

Apr. 23 Music Activities for Children with Disabilities (Blair and McCord)

Week 16

Wednesday, Apr. 25 at 12:30 or Monday, Apr. 30 at 1:00 **Final**