MUE 372  Music and the Exceptional Child (3)  SP/15
Monday-Wednesday, 10:15-11:45
TFAB 216
Theme for the Academic Year:
Acta Non Verba
“Action not Words” James 1:22, Matthew 7:24-27

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TEXT: Adamek, Mary S., and Darrow, Alice-Ann. Music in Special Education. Silver

MUE 372 is an in-depth study of approaches, methods, and means to educate
exceptional students (both those with disabilities and those that are gifted) in music and
through music. Information concerning historical background through current issues,
an understanding of disorders/disabilities, and preparing instruction for inclusion as
well as for self-contained presentations to exceptional populations will be explored. In
addition, exposure to the Diagnostic Status Manual (DM5) and the practiced used,
thereof, will be required.

**Course Assessment**
- Quizzes/Assignments 10%
- Practicum Hours 15%
- Practicum Reflections/Case Study 20%
- Teaching Lessons 40%
- Final Exam* 15%
*Key Assessment

**Grading Scale**
- A = 92-100
- B = 85-91
- C = 75-84
- D = 68-74
- F = 67 and below

**Practicum Hours**
Students are expected to complete **ten hours** of practicum/field experience with clients
of varying disabilities and a wide range of chronological ages. Students are expected to
teach a lesson or complete a co-teaching presentation with clients within a music
setting. Grading will be as follows:
- 10 hours = 100
- 9 hours = 90
- 8 hours = 80
- 7 hours = 70
- 6 hours = 60
- 5 hours = 50
**Practicum Reflections/Case Study**
During each practicum students will be asked to reflect on clients observed, music interventions, and specific learning outcomes with attention to adaptations and adjustments. A case study of one client will focus on the IEP to design a specific lesson for music intervention.

**KEY ASSESSMENT PERFORMANCE - Teaching a Lesson** (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)
Two lessons or co-teaching presentations will be taught to clients in the practicum/clinic setting.

**Quizzes/Assignments**
Brief tests of information learned regarding descriptions, symptoms, and music prescriptions for clients with disabilities and exceptional intellect will be given periodically as well as assignments/lesson plans in preparation for teaching.

**Student Learning Outcomes**
1-The Students Will (TSW) demonstrate understanding of causes and symptoms of major exceptionalities and basic terminology used in diagnosis and classification both verbally and in writing with 90% accuracy. (WCU 1, 2; Confident CF 1, 3; EG 1, 2; InTASC 2; CEC 2, 3)

2-TSW recognize and adjust the impact of one's own feelings, attitudes, and actions on the client and the instructional process during the practicum experience with 90% accuracy. (WCU 1, 2; Confident, Caring, Reflective CF 1, 3; EG 1, 2; InTASC 2; CEC 2, 3, 5)

3-TSW write lesson plans/interventions to educate exceptional students in a school or clinical setting with 100% accuracy. (WCU 1, 2; Confident, Caring, Reflective CF 1, 2, 3; EG 1, 2, 4; InTASC 5, 6, 7, 8, 9; NSIM 1, 2, 3, 4, 5, 6, 7)

4-TSW demonstrate basic knowledge of the potentials, limitations, and problems of exceptional individuals both in theory and in practice by planning and teaching lessons with 90% accuracy. (WCU 1, 2; Confident, Caring, Reflective CF 1, 3; EG 1, 2; InTASC 2; CEC 2, 3, 5)

5-TSW demonstrate basic knowledge of the purpose, intent, and function of music for various exceptional populations both in theory and in practice by planning and teaching lessons with 90% accuracy. (WCU 1, 2; Confident, Caring, Reflective CF 1, 3; EG 1, 2; InTASC 2; CEC 2, 3, 5)

**Course Calendar**
Week One  Syllabus, Introduction: Current Profile of Students with Disabilities
Students with Behavioral Disorders
Week Two  Students with Cognitive Disorders: Mental Retardation, Learning Disabilities, and Traumatic Brain Disorders
Students with Speech and Language Disorders

Week Three  Students with Autism Spectrum Disorders

Week Four  Students with Vision Loss
Students with Hearing Loss

Week Five  Students with Physical Disabilities
Inclusion Principles and Practices

Week Six  Teaching Strategies for Successful Inclusion
Management Techniques to Promote Motivation, Responsibility and Learning
Case Study/Lesson Planning

Week Seven  Peer-Teaching (presentation of lesson to peers for critique prior to use in practicum situation)
Teaching or Co-Teaching a lesson in practicum

Week Eight  Playback of video-taped lessons in practicum situation
Including students in general music, band, and choir
Students with Exceptional Intellect

Week Nine  Peer-Teaching (presentation of final lesson to peers for critique prior to use in practicum situation).

Week Ten  Playback of video-taped lesson in practicum situation
Preparation for Final Exam

Catalog Description
MUE 372 is an in-depth study of approaches, methods, and means to educate exceptional students (both those with disabilities and those that are gifted) in music and through music.

Statement on Academic Integrity
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic
dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**ADA Statement**
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact (contact person) at (phone number). (contact person) is located in (office of contact person).

The contact information:

Hattiesburg campus: Ms. Valerie Bridgeforth, 601-318-6188, Student Services Office in Lawrence Hall.

Tradition campus: Mr. Jerry Bracey, 228-702-1802.

Keesler Center: Ms. Amanda Knesal, 228-376-8480.

Slidell Site: Dr. Karen Sicard, (601) 318-6475

**Disaster Plan Statement**
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).