

Faculty Senate Curriculum Committee

Approval Form

Proposal Title: Music for Special Needs

Sponsor(s): Curriculum Committee, Dept. of Music Dept.: Music

Check one: Course Specialization Concentration Achievement Certificate
 Certification Program Major Program Minor Change _____
(please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

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|---|--|--|
| <p>Step 1 (Department)</p> <p><input type="checkbox"/> Approved <u>2/28/85</u> <small>Date</small></p> <p><input type="checkbox"/> Not Approved</p> <p><u>Quinn W. Motzall</u> <small>Dept. CC Chairperson</small></p> <p><input type="checkbox"/> Reviewed _____ <small>Date</small></p> <p>_____ <small>Chairperson, Dept.</small></p> | <p>Step 2 (Receipt)</p> <p>SCC# <u>29-55-18</u></p> <p>Proposal Received <u>2/1/85</u> <small>Date</small></p> <p>_____ <small>Chairperson, SCC</small></p> | <p>Step 3 (School CC)</p> <p>Reviewed _____ <small>Date</small></p> <p><input type="checkbox"/> Approved</p> <p><input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p>_____ <small>Chairperson, School Curr. Comm.</small></p> |
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Step 4 (Academic Dean) Comments:

The course appears to be of value given the importance of mainstreaming. I believe that the Dept of Special Education should be consulted and should be asked to review the course. If they have any comments, a report to report to the Dean of School.

Reviewed 3/1/85
Date

Signature, Dean of School

Step 5 (SCC)

Open Hearing _____
Date

Approved by Senate Curriculum Committee 3/27/86
Date

Returned to sponsor(s) for the following reasons:

OK OK

Step 6 (Faculty Senate)

Presented to Faculty Senate : 4/11/86
Date

Approved Not Approved

Notification to Vice-President Academic Affairs 4/15/86
Date

Brenda A. Bolay
Signature, SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Received 4/15/86
Date

Approved Yes No

If no. reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 9/16/86
Date

Signature

Adrian Towley

Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature _____
Registrar

10/27/86
Date

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

Music - Special

Course Title: Music for Special Needs

Sponsor: Curriculum Committee, Department of Music

Course Level: 1 Graduate offering; 3 credits

Curricular Effect:

1. An elective graduate course in the music education specialization curriculum.
2. An elective for undergraduate music education majors; an elective for non-music graduate students enrolled with the permission of the instructor.

Prerequisite: Music theory, course-work in music education, or other appropriate study in music, to be determined by the instructor.

Time: Alternate semesters, one double class period per week.

Staffing: One adjunct faculty will be hired to teach this course: a person with several years of experience in working with special populations and with several years of teaching experience.

Resources: Room facilities are adequate; however, additional reference books, films, filmstrips, recordings and special education equipment will be necessary.

Rationale: Such a course is recommended by the National Association of Schools of Music (NASM), the governing body of schools of music nationally, as an integral part of the music education component of the Master of Music degree program. The course will fill the need in the music curriculum concerning the education of exceptional persons in our society through the vehicle - music.

The course will provide opportunities for the music specialist and for the musically literate to learn to deal with problems of those segments of our population which we deem exceptional: deaf/blind; the handicapped; the Gifted; communications handicapped; the multiply handicapped; etc. With the advent of IDEA-142, and with the increased number of handicapped children in the school, the music specialist's need for education in this area increases.

Placement in "Mainstreaming", or in a less restrictive environment, is determined by the assessment of the needs of each individual. This course fills a void in the music specialist's curriculum in dealing with the problems of "mainstreaming" as well as with other special education implications.

essence of
the course:

The student will become familiar with the unique groups of handicap, and with the qualities and characteristics of each. Musical therapies and techniques will be explored, and the student will be presented with techniques and materials applicable to the various methods of working with them. The same concentrations will be presented applicable to the various exceptional categories.

At the conclusion of the course each student will:

1. have developed a sound rationale for the use and applications of music in relation to the various categories of special education;
2. have increased his fundamental understanding of the field of special education;
3. have developed skills and techniques for the use of musical activities in conjunction with special education;
4. have formulated some operating philosophy in regard to special education;
5. develop a written thesis dealing extensively with the use of music in one selected area of special education.

Topical outline:

1. Strategies for teaching music in each area of special education
The responsibility of the music specialist include the degree of handicap; mild, moderate, severe, and profound.
Sensory handicapped
Hearing impaired
Visually impaired
Communications handicapped
Learning disabilities - hyperactivity
Mental retardation
Emotionally disturbed
Chronic health problems
Multiply handicapped
Preschool handicapped
Gifted and talented
Terminology
11. Experiences using the fundamentals of music as therapeutic and/or educational tools.
Reading and writing
Listening
Singing
Performing
Music therapy

Special Education - 1971.

11. Materials and resources list:

Small groups
Large groups
Individuals
Formal environment
Informal environment
Homogeneous groups

12. Guidelines for usage of materials

13. Program of activities for each special article:

Objectives
Description of group to be served
Activities
Materials
Bibliography
References
Techniques
Evaluative criteria
Implementation
Evaluation

14. Background and History of Special Education. Defining
Terms - "Mainstreaming" and PL 94-142

Evaluation and grading: Students will be evaluated on their contributions to class, their studied responses to new material, and their thesis.

Course evaluation: The course will be evaluated through student evaluations, departmental review, and will be overseen by the departmental curriculum committee.

Results of Consultation:

1. Glassboro Parks and Recreation - Office personnel
"For those employed, to increase their skills in a course such as this, would mean more in terms of senior citizens' programs of activities in general at the park."
2. Early Childhood Education - Dr. Marion Hodges-Killing
"The course has merit. Professionals would welcome it."
3. Consultation with Dr. Dennis Hathaway of the Special Education Department.
4. The Music Department Curriculum Committee reviewed and passed this course.

CATALOG DESCRIPTION

The course is an elective offering in the ~~music education specialization~~ *Master of Arts in Music Education*. It provides opportunities for the music specialist and for those students with substantial musical background to learn to deal with problems of those segments of our population which we deem exceptional: Geriatrics, The Handicapped; The Gifted; etc. The course is open to music majors and other students upon approval by the instructor.

- Bernadine, W. and Blackhurst, A. E., An Introduction To Special Education (2nd Ed.)
Boston: Little, Brown and Company, 1985.
- Cartwright, G., Cartwright C., Ward, M., Educating Special Learners
California: Wadsworth Publishing Company, 1984.
- Gearheart, B. and Weishahn, M., The Exceptional Student in the Regular Classroom
(3rd Ed.). St. Louis: Times Mirror/Mosby, 1984.
- Gearheart, B., Learning Disabilities: Educational Strategies
St. Louis: The C. V. Mosby Company, 1985.
- Gearheart, B., Special Education of the 80's
St. Louis: The C. V. Mosby Company, 1980.
- Marsha, G., Price, B., and Smith, T., Teaching Mildly Handicapped Children:
Methods and Materials. St. Louis: The C. V. Mosby Company, 1983.
- Mercer, C. and Mercer, A., Teaching Students with Learning Problems (2nd Ed.)
Columbus: Charles E. Merrill, 1985.
- Stephens, T., Blackhurst, A., and Magliocca, Teaching Mainstreamed Students
New York: John Wiley and Sons, 1982.



GLASSBORO STATE COLLEGE

Special Educational Services/Instruction Department

Glassboro, New Jersey 08028-1751 (609) 863-7091

March 26, 1986

Dr. Brenda Bolay, Chairperson
All College Curriculum Committee
Glassboro State College

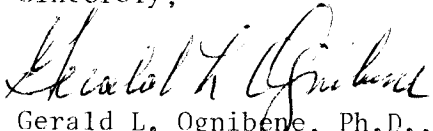
Re: Music for Special Needs

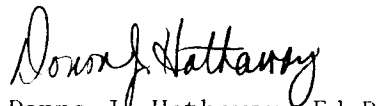
Dear Dr. Bolay:

Thank you for forwarding copies of the above referenced course proposal for our review and comment. On behalf of the Special Educational Services/Instruction Department, we are pleased to offer our support for this proposal. The course will provide prospective music teachers with additional information and resources for teaching music to students with special needs.

We are hopeful that this course will be approved and are willing to provide any future input as may be needed.

Sincerely,


Gerald L. Ognibene, Ph.D.,
Chairman


Donna J. Hathaway, Ed.D.
Assistant Professor

GLOmcm