**AUBURN UNIVERSITY COLLEGE OF EDUCATION COURSE SYLLABUS**

**Course Number:** CTMU 7970 (on campus)/ 7976 (distance learning)

**Course Title:** Diverse Perspectives in Music Education: Accommodating Special Needs and Multicultural Learners

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to Graduate School

**Co-requisites**: None

**Instructor:** [Dr. Nancy H. Barry – barrynh@auburn.edu](mailto:Dr.%20Nancy%20H.%20Barry%20–%20barrynh@auburn.edu)

334-844-6787 (office)

# COURSE DESCRIPTION

Research shows that music experiences offer myriad benefits for ALL students. However, research also reveals an “equity gap” (see <https://blog.ed.gov/2012/04/ed-releases-new-report-on-arts-education-in-u-s-public-schools/> ) in terms of availability and appropriateness of school music activities for diverse student populations. School music settings such as large performing ensembles present unique challenges for serving diverse students. This graduate course explores practical applications of research and best practice for teaching diverse student populations in music education settings. Specifically this course addresses: (1) Diversity and Social Justice in Music Education; (2) Multicultural Music Education; and (3) Accommodating Special Learners in the Music Classroom.

# JUSTIFICATION FOR GRADUATE CREDIT

*Diverse Perspectives in Music Education: Accommodating Special Needs and Multicultural Learners* leads professional music educators in exploring music curriculum and teaching with an emphasis uponaccommodating diverse student populations. Through reading and critical review of course materials, and applied research projects, students will explore research-based best practice on ways to adapt music curriculum and teaching to better serve the “other 80%” of students who typically do not participate in school music activities (see <https://musiccreativity.org/> ).

# REQUIRED RESOURCES

**Required Textbook:**

DeLorenzo, L.C. (ed.) (2016). *Giving voice to democracy in music education: Diversity and social justice.* New York: Routledge. (some used copies available from Amazon)

**Other Required Readings:** Selected Research Journal Articles will available via our course Canvas site.

# COURSE OBJECTIVES

1. Demonstrate an understanding of social justice in music education, including the roles of diversity, enculturation and socialization, and school enculturation.
2. Define diversity in music education, and the purpose of music education for our society and for the individual student.
3. Define social justice issues from a music education perspective (via course discussions and review of related literature).
4. Define multicultural issues in music education (via course discussions and review of related literature).
5. Define best practice for accommodating special learners in music education (via course discussions and review of related literature).
6. Develop and present a review of related literature addressing diversity and social justice relating to the student’s particular area of Music Education (e.g., band, chorus, general music, orchestra).
7. Demonstrate practical understanding and applications of key concepts in diversity and social justice in the music classroom through:
   * class discussion,
   * written tests over required readings,
   * review of related literature,
   * a qualitative case study documenting accommodation for a special needs student,
   * and a formal music curriculum/ program revision plan.

# COURSE CONTENT AND SCHEDULE

***UNIT 1: Diversity and Social Justice in Music Education (Weeks 1-3)***

Week 1 Topics:

* + Course Overview: Diverse Perspectives in Music Education
  + Introduction to course Objectives and Assignments
  + What is Social Justice in music education? (Objectives 1, 2)
  + What is “education” and what do we mean by “Music Education for All?” (Objective 3)
  + Defining Diversity from a Music Education context (Objectives 1, 2, 3)

Weeks 2-3 Topics:

* + Equality in Education (Objectives 1, 2, 3)
  + Defining and challenging the “Equity Gap” in Arts Education (Objective 3)
  + Serving the “other 80%” of students currently not participating in school music (Objective 3)

***UNIT 2: Multicultural Music Education – Serving Our Diverse Student Population (Weeks 4-7)***

Weeks 4-5 Topics:

* Overcoming Barriers: Toward a more inclusive music classroom (Objective 4)
* Strategies for Recruiting and Serving more diverse learners in your Music Classes (Objective 4)

Weeks 6-7 Topics:

* Research-Based Best Practice for Diverse Learners (Objective 4)
* Student Presentations: Review of Related Literature (Objective 6)

***Midterm Exam***

***UNIT 3: Accommodating Special Learners in the Music Classroom (Weeks 8-11)***

Weeks 8-9 Topics:

* Accommodating Special Learners in the Music Classroom: Research and Best Practice (Objective 5)
  + General Music Classes
  + Performing Ensembles
    - Instrumental Ensembles
    - Choral Ensembles

Weeks 10-11 Topics:

* Expanding the Music Program (Objectives 2, 4, 5)
  + Using Technology to enhance music learning for all students
  + Enhancing your music curriculum with “non-traditional” Music Learning Experiences (e.g., keyboard, guitar, drumming, ethnic ensembles)
* Student Presentations: Case Studies of Accommodation in a School Music Setting (Objectives 5, 7)
* Research-to-Practice: Music Program Modification Plan (students develop a research-based plan for modifying their OWN music curriculum to accommodate diverse student populations) (Objectives 1, 2, 3, 4, 5, 6, 7)

(Week 12 = EXAMS)

***Final Exam***

# COURSE ASSIGNMENTS AND EVALUATION

Grading System

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60

Assignments

The final grade will be based upon student performance on the following five assignments/areas.

20 % Review of Related Literature

* Oral Lit Review class presentation = 5%, Typed (APA) Lit Review = 15%
* Prepare a typed literature review (minimum of 12 unique sources) addressing diversity and social justice relating to your particular area of Music Education (e.g., band, chorus, general music, orchestra).
* Share an Overview of the Literature Review in an oral Class Presentation
* APA style
* Compare and contrast different research findings
* Must emphasize practical music teaching applications of research

20% Case Study

* Oral Research class presentation = 10%, Typed paper (APA) = 10%
* Case Study documenting accommodation of special needs and/ or diverse learners in a school music setting (may be your own music program or a colleagues’)

20% Music Program Modification Plan

* Oral class presentation = 10%, Typed paper (APA) = 10%
* Develop a detailed implementation plan for modifying your current music education program to be more inviting and accommodating for diverse learners.
* Include reference citations supporting research-based best practice in music education.

30% Exams and Quizzes

* Reading Quizzes (10%)
* Midterm Exam (10%)
  + Based upon all assigned readings, class discussions, and class presentations
* Final Exam (10%)
  + Based upon all assigned readings, class discussions, and class presentations.

10% Participation

* Participate actively in class lectures, discussions, and presentations. (Distance students may participate via the Zoom virtual meeting platform).

# CLASS POLICY STATEMENTS

Please also see: <http://www.auburn.edu/student_info/student_policies/> and <http://bulletin.auburn.edu/generalinformation/policynotes/>

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title

XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

1. Harassment: Harassment based on protected class constitutes a violation of university policy and may also constitute a violation of civil rights laws. Such harassment will not be tolerated by Auburn University. It subverts the mission of the university and threatens the careers, educational experience and well-being of students, faculty and staff. Prohibited harassment includes harassment based on race, sex, age, religion, color, national origin, disability, sexual orientation, and veteran status.
2. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
3. Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
4. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are:
   * Engage in responsible and ethical professional practices;
   * Contribute to collaborative learning communities;
   * Demonstrate a commitment to diversity; and
   * Model and nurture intellectual vitality.