

MUE 6385

Music in Higher Education

Spring 2024
Wednesday, Periods 9-11

I am a campus security authority (CSA). You may read about CSAs [here](#).

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Description:

Three credits. This course is designed for doctoral students in music and presents various aspects and programs of music in higher education for persons who intend to teach in or administer departments of music.

Required texts:

- Lovett, M. C., Bridges, M. W., DePietro, M., Ambrose, S. A., & Norman, M. K. (2023). *How learning works: 8 research-based principles for smart teaching*. Jossey-Bass.
- Conway, C. M. (2020). *Teaching music in higher education (2nd edition)*. Oxford University Press.
- Hamann, D. L. (2013). *On staff: A practical guide to starting your career in a university music department*. Oxford University Press.

Course Objectives

In this course, you will:

1. Describe institutional types and administrative structures of colleges and universities.
2. Describe types of music schools and their roles in institutions of higher education.
3. Discuss the life cycle of a collegiate music career – acquiring a position, beginning a position, pre-tenure years, senior faculty years, and retirement.
4. Reflect on and present current issues in higher education.
5. Develop application materials (e.g., cover letter and vita) for a position in higher education.
6. Create a professional website.
7. Present a teaching demonstration, job talk, or masterclass, job talk, or masterclass.
8. Discuss effective approaches to teaching music classes in colleges and universities.
9. Construct a syllabus for a collegiate music course.
10. Develop an assessment instrument for a collegiate music course.
11. Use student feedback effectively.

Program Outcomes

This course advances student achievement of the following program student learning outcome (SLO).

Program Outcome	DMA	Music PhD	Music Ed PhD
SLO3 – Professional Behavior	Orally present integrated research of performance and cognate areas at an advanced level.	Orally present musical research at an advanced level.	Effectively communicate through a prepared and purposeful oral presentation designed to increase knowledge, foster understanding, and inform listeners' attitudes, values, beliefs, or behaviors.

EXPECTATIONS

Workload

This graduate-level course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

Attendance Policy

Requirements for class participation, absences (planned or unplanned non-participation), assignments, and other work in this course are consistent with university policies that can be found on page 7 of the [Graduate Handbook](#). Here is the entire text of the Graduate School attendance policy:

ATTENDANCE POLICIES (p. 7, Graduate Handbook)

You must be officially registered in or approved to audit courses (with proof of paid audit fees) to attend classes. After drop/add each semester, the Office of the University Registrar gives instructors official class rolls and addenda that list all students allowed to attend their classes.

You must meet all attendance requirements set by your instructor. Absences count from the first class meeting. Acceptable reasons for absences include illness, serious family emergencies, military duty, life-threatening weather conditions, religious holidays, special curricular requirements, and participation in official UF activities. Instructors must excuse absences due to court-ordered legal obligations, such as jury duty or subpoena. They may excuse absences for other reasons as well.

If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered and have not contacted its academic unit to inform it of your intent, you may be dropped from the course. However, you must not assume you will be dropped automatically if you do not attend the first few days of class.

UF recognizes the right of instructors to make attendance mandatory. After due warning, instructors may forbid further attendance and then assign a failing grade for excessive absences.

If you make any changes in your registration for courses at any time during the semester, verify your official registration before the last day of class for that semester to make sure it is correct. Retroactive drop/add or other registration changes are not allowed.

Absence Policy

Absence policy for this course follows UF's [absence policy](#), which allows students to be excused from class for [religious holidays](#) and [illness](#). The Student Health Center maintains the university [medical excuse policy](#). Any absences from this class that do not fall under the UF policy may be counted as unexcused, unless otherwise approved by the instructor. Absences may also affect assignment grades (see the Assignments section of this syllabus).

Class Participation

As future higher education professionals, you are expected to come to class prepared. You must read the assigned chapters, bring questions, comments, and be ready to engage in class discussion. Active, informed, and articulate discussion elevates your graduate work and prepares you to engage responsibly in future professional positions. There are no point values assigned to class participation. Instead, I will use professional judgement to evaluate the quality, quantity, substance, and appropriateness of your contributions to the class.

Email

Your UFL email account is the official email address used by the University, where official you received correspondence. Important communication regarding this course may also take place via UFL email. It is important to check your email at least one time per day as part of your daily routine. I will respond as soon as possible, usually within 24 hours.

ASSIGNMENTS

All assignments are due on the date specified. As future music professionals, timeliness is an essential characteristic of success. I rarely accept late assignments. When assignments are late or anticipated to be late, you must meet with me to discuss this. Exceptions to this policy are assignments due on dates when the student has an excused absence according to UF policy or through agreement with the instructor.

Guidelines for papers

1. You must double-space your papers using Times New Roman 12-point font.
2. Focus on *quality*, not *quantity*. Be concise and accurate in your writing, with correct grammar and spelling.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information will be provided in class.

Current Events in Higher Education

Subscribe to or visit the following free resources, which can help to keep you informed of current issues in higher education.

- *Academe Today*: A daily report of headlines from the Chronicle of Higher Education. There are also other e-newsletters available which may interest you. [Academe Today \(chronicle.com\)](http://chronicle.com)
- *Inside Higher Education's Daily News Update*: Inside Higher Education is a website devoted to current news and issues in higher education. Additional subscriptions are also available here. [Inside Higher Ed | Higher Education News, Career Advice, Events and Jobs](http://insidehighered.com)
- *Faculty Focus Newsletter*: A free e-newsletter that publishes articles on effective teaching strategies for the college classroom — both face-to-face and online. <http://www.facultyfocus.com>
- *Tomorrow's Professor*: This e-newsletter discusses issues related to teaching, learning, research, and academic careers in higher education. This is now archived only. [Tomorrow's Professor | Center for Teaching and Learning \(stanford.edu\)](http://teaching.stanford.edu)

Discussion Leader: Teaching and Learning

Facilitating classroom discussions is a form of teaching that is both an art and science. Each of you has been assigned to lead a brief discussion about an issue in higher education that was published in one of current events resources in the previous two weeks. Utilizing the best practices associated with this learning approach, you will also serve as the facilitator for a discussion of a chapter from the book *How Learning Works: 8 Research-based Principles for Smart Teaching*, one of the assigned readings.

You should plan each discussion for approximately 30 minutes and engage the members of the seminar in discussion of the important topics from the chapter or reading. Discussion facilitators should use approaches and/or techniques that are described in the readings in this course. While the specific focus of each week's discussion will vary, you should focus your presentation on how the content might apply to teaching music in higher education.

Cover Letter and CV

Develop your Curriculum Vitae and write a cover letter that could be used to apply for a currently open position in an area of interest. Utilize the best practices described in the readings and discussed in class.

Professional Website

A professional website can be extremely valuable to 21st century academics. Not only is it an excellent tool to employ during your job search, it also can be a platform to publicize and disseminate your professional accomplishments throughout your career.

Position Interview Preparation Project

Prepare for an interview for a specific position by thoroughly investigating the university, music department, faculty, and program.

Teaching demonstration, job talk, or masterclass, job talk, or masterclass.

As part of most interviews, employers expect you to teach a sample lesson for an undergraduate and/or graduate class in your area of specialization. For this assignment you will prepare and present a brief teaching demonstration, job talk, or masterclass, job talk, or masterclass utilizing the best practices described in the readings and discussed in class.

Syllabus

You will engage in planning for a collegiate music class that you anticipate teaching in the future. The result of this plan will be a syllabus that utilizes the best practices described in the readings and discussed in class.

Assessment of Student Learning

Assessment of student learning is a crucial role for all collegiate faculty. Through this project you will develop a cognitive and/or skill-based assessment instrument for use in the course for which you develop a syllabus.

Digital Job Search Portfolio

A digital job search portfolio is a collection of items that you believe are important to share with potential employers. These can be items you have created in this course - including your professional website - but also additional items that will present your skills and experience for the type of position you are seeking.

ASSESSMENTS

Assessments for this course are classified as *checks for understanding* and are designed to provide opportunities for you to demonstrate your understanding of the course material. These are also *responsible choice* assessments, where I have set the general parameters for the assessment, but you are responsible for the substance and methodology of how to demonstrate your understanding.

CHECKS FOR UNDERSTANDING				
ASSIGNMENT	DESCRIPTION	PEER REVIEW DATE	FINAL DUE DATE	PERCENTAGE OF FINAL GRADE
Cover Letter & CV	Create a cover letter and Curriculum Vitae (CV)	January 24	January 31	10
Position Interview Preparation Project	Investigate a specific university, its music program, and the specific area in which you are interested	February 7	February 28	10
Professional Website	Develop a professional web site	February 7	February 14	10
Syllabus	Create a syllabus for a class you anticipate teaching in the future	March 6	March 20	15
Assessment Project	Develop an assessment instrument you might use in a class you anticipate teaching.	February 28	March 27	10
Current Events in Higher Education	Lead brief discussions about contemporary issues in higher education		As assigned	5
Discussion Facilitator	Facilitate a discussion about assigned book chapter or other assigned reading		As assigned	10
Teaching demonstration, job talk, or masterclass,	Develop and teach a lesson for an undergraduate or graduate class in your area of specialization		As assigned	15
Digital Job Search Portfolio	Develop a job search portfolio	January 17 February 7	April 17	15

GRADING

Grading in this course is a combination of points earned on assignments and professional judgment of the professor.

GRADING SCALE	
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

GRADING SCALE	
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 & below	F

UF Grading Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies>

GUEST PRESENTATIONS

Throughout the semester several guest presenters from the School of Music, the College, and the University will visit the class. We are fortunate to learn from their expertise and experience.

UNIVERSITY REQUIRED STATEMENTS AND POLICIES

Students Requesting Accommodations due to Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Academic Honor Policy

It is expected that you will exhibit ethical behavior concerning your work in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

The Honor Pledge

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the

following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code

(<https://sccr.dso.ufl.edu/process/student-conduct-code>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

The Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email received from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Cell Phone Use

You may use cell phones in class only when instructed to do so as part of an in-class assignment. These in-class assignments include but are not limited to AI and internet searches for course-relevant information, or the relevant use of other technologies related to our work.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the

presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu> to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need or visit <https://shcc.ufl.edu>.
- *University Police Department*: Visit <https://police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>

WEEKLY COURSE OUTLINE			
Topics	Course objectives	Readings	Assignments
<p>Week 1: January 10</p> <p><i>Connecting to the academy</i></p> <p><i>Institutional types and administrative structures of colleges, universities, and music schools</i></p>	<ul style="list-style-type: none"> Describe institutional types and administrative structures of colleges and universities. Describe types of music schools and their roles in institutions of higher education. 	N/A	None
<p>Week 2: January 17</p> <p><i>Preparing application materials</i></p> <p><i>Creating a professional website</i></p> <p><i>Building a job search portfolio</i></p>	<ul style="list-style-type: none"> Develop application materials (cover letter and vita) for a position in higher education. Create a professional website. 	<p>Hamann – Chapters 1 & 2</p> <p>Online:</p> <ul style="list-style-type: none"> Teaching Tips: Discussions How to Maintain Your Digital Identity as An Academic <p>Optional – Browse these:</p> <ul style="list-style-type: none"> Rethinking Whole Class Discussion An Activity That Promotes Engagement with Required Readings, Even in Large Classes Effective Ways to Structure Discussion Structuring Discussions: Online and Face-to-Face 	<p>Bring a list of items you feel are important to have in a job search portfolio.</p> <p>Guest: Dr. Jennifer Setlow, Interim Dean, College of the Arts</p>
<p>Week 3: January 24</p> <p><i>Applying for positions</i></p> <p><i>Search committees</i></p> <p><i>Interviews</i></p>	<ul style="list-style-type: none"> Develop application materials (cover letter and vita) for a position in higher education. Create a professional website. Present a teaching demonstration, job talk, or masterclass. 	<p>Hamann – Chapter 3, 4 & 5.</p> <p>Lovett et. al – Chapter 1</p> <p>Online:</p> <ul style="list-style-type: none"> Your CV Should Inform. Your Cover Letter Should Persuade. Making the Most of a Skype Interview 	<p>DUE: Cover letter and CV for peer review</p> <p>Guest: Dr. Shannon Lowe, Associate Professor, Bassoon and Aural Skills</p>

WEEKLY COURSE OUTLINE			
<p>Week 4: January 31 <i>Job offers, negotiations, & starting your first position</i></p>	<ul style="list-style-type: none"> Develop application materials (cover letter and vita) for a position in higher education 	<p>Hamann – Chapters 6 & 7 Lovett et al. – Chapter 2</p>	<p>Due: Revised Cover letter and CV</p> <p>Guest: Dr. Kevin Orr, Director, School of Music</p>
<p>Week 5 – February 7 <i>Designing Music Courses</i></p>	<ul style="list-style-type: none"> Construct a syllabus for a collegiate music course. 	<p>Conway – Chapter 1 Lovett et al. – Chapter 3</p>	<p>Due: Professional website for peer review</p> <p>Guest: Dr. Christopher Hass, Associate Provost for Academic and Faculty Affairs</p>
<p>Week 6 – February 14 <i>Assessment in Music Education</i></p>	<ul style="list-style-type: none"> Develop an assessment instrument for a collegiate music course. 	<p>Conway – Chapter 2 Lovett et al - Chapter 4 Online: <i>Required</i></p> <ul style="list-style-type: none"> Guiding Principles for the Assessment of Arts Learning A Practical Guide to Assessment Video: Consensus-based assessments (18:24) Developing Program Goals and Student Learning Outcomes Writing Effective Rubrics <p>Optional Resources on Developing Assessments:</p> <ul style="list-style-type: none"> Berkeley Center for Teaching & Learning IUPUI Center for Teaching and Learning 	<p>Due: Revised professional website</p>
<p>Week 7 – February 21 <i>Understanding learners</i></p>	<p>Discuss effective approaches to teaching music classes in colleges and universities.</p>	<p>Conway Chapters 3, 4, & 5 Lovett et. al – Chapter 5</p>	<p>Due: Assessment instrument for peer review</p> <p>Guest speaker: Dr. Scott Angle, Provost, and Senior Vice President for Academic Affairs</p>

WEEKLY COURSE OUTLINE

<p>Week 8 – February 28 <i>Developing a syllabus</i></p>	<p>Construct a syllabus for a collegiate music course.</p>	<p>Conway – Chapters 6 & 7 Lovett et al. – Chapter 6 Online: <ul style="list-style-type: none"> • Teaching Tips: Lectures </p>	<p>Due: Position Interview Project Revised assessment instrument</p>
<p>Week 9 – March 6 <i>Instructional strategies</i></p>	<ul style="list-style-type: none"> • Present a teaching demonstration, job talk, or masterclass. • Discuss effective approaches to teaching music classes in colleges and universities. 	<p>Conway – Chapters 8 & 9 Lovett et al. – Chapter 7 Online: <ul style="list-style-type: none"> • How to Make Presentations that Teach and Transform • Making Teaching Methods Match Learning Outcomes </p>	<p>Due: Syllabus Draft for peer review Guest: Michael Barber, Assistant Director, Center for Teaching Excellence</p>
<p>SPRING BREAK March 11-15, 2024</p>			
<p>Week 10 -March 20 <i>Technology in higher education</i></p>	<ul style="list-style-type: none"> • Present a teaching demonstration, job talk, or masterclass, job talk, or masterclass. • Discuss effective approaches to teaching music classes in colleges and universities. 	<p>Conway – Chapters 10 & 11 Lovett et al. – Chapter 8 Online: <ul style="list-style-type: none"> • Music Learning and Technology • How to Make Smart Choices About Tech for Your Course • AI's Influence on Music Is Raising Some Difficult Questions <p><i>Optional Resources and Readings</i></p> <ul style="list-style-type: none"> • Digital Musicking (explore this website) • Let's Ban the Classroom Technology Ban • Is Technology-Enhanced Learning Effective? (short blog post) </p>	<p>Due: Syllabus Guest: Dr. David Reed, Associate Provost for Strategic Initiatives – Artificial Intelligence</p>

WEEKLY COURSE OUTLINE			
<p>Week 11 – March 27</p> <p><i>Developing Self-Directed Learners</i></p>	<ul style="list-style-type: none"> • Present a teaching demonstration, job talk, or masterclass. • Discuss effective approaches to teaching music classes in colleges and universities. 	Conway – Chapter 13	Due: Assessment Project
<p>Week 12 – April 3</p> <p><i>Learning from student feedback</i></p>	<ul style="list-style-type: none"> • Use student feedback effectively. 	Conway – Chapter 13 Lovett et al., Chapter 8	Teaching Demonstrations (as assigned) Guest: Dr. John Jordi, Data Analytics and Gator Evals, Center for Teaching Excellence
<p>Week 13 – April 10</p> <p><i>Navigating a career</i></p>	<ul style="list-style-type: none"> • Discuss the life cycle of a collegiate music career – acquiring a position, beginning a position, pre-tenure years, senior faculty years, and retirement. 	Conway – Chapter 14	Teaching Demonstrations (as assigned)
<p>Week 14 – April 17</p> <p><i>Teaching presentations</i></p>	<ul style="list-style-type: none"> • Discuss effective approaches to teaching music classes in colleges and universities. • Present a teaching demonstration, job talk, or masterclass. 	No assigned reading	Due: Job search portfolio Teaching Demonstrations (as assigned)
<p>Week 15 – April 24</p> <p><i>Lifelong professional growth; NASM accreditation</i></p>	<ul style="list-style-type: none"> • Describe institutional types and administrative structures of colleges and universities. • Describe types of music schools and their roles in institutions of higher education. • Reflect on current issues in higher education. 	Online: <ul style="list-style-type: none"> • Home - National Association of Schools of Music (arts-accredit.org) • NASM Handbook 	Teaching Demonstrations (as assigned)

Leader and Presentation Assignments - MUE 6385 - Spring 2024

Name	Current Events	How Learning Works	CV/Cover Letter	Assessment	Teaching Tips - Lectures	How to Make Presentations	Teaching/Job Talk/Masterclass Demonstrations
Michelle Zazaax Gibson			January 24			March 6	April 3
Travis Dale Kern	January 24					March 6	April 3
Rowoon Lee	January 31				February 28		April 3
Lukas A Sweeney	February 7			Goals, Outcomes, Rubrics, Consensus based assessment February 14			April 10
Colby Vasquez	February 14				February 28		April 10
Shuo Wang	February 21			Goals, Outcomes, Rubrics, Consensus-based assessment February 14			April 10
Zerrin Martin	January 24	Chapter 8 March 27					April 17
Jared Potter	February 28		January 24				April 10
Allison L Reade	March 20	Chapter 1 January 24					April 17
Ethan Taylor Spencer	March 6	Chapter 6 February 28					April 17
Yumi Su	March 27	Chapter 5 February 21					April 17
Casey Glenn Wood	April 24	Chapter 4 February 14					April 24
Corey Allen Burton	April 10	Chapter 3 February 7					April 24
Xiaowei Cao	April 17	Chapter 2 January 31					April 24
Josua Huff	March 20			Goals, Outcomes, Rubrics, Consensus-based assessment February 14			April 3
Ana Galdavadze	April 3	Chapter 7 March 20					April 24