

SYLLABUS
School of Music
University of Florida

Music in Higher Education

MUE 6385 (3)
Spring 2020
M (Periods 9-11)

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CATALOG DESCRIPTION

Various aspects and programs of music in higher education for persons who intend to teach in or administer departments of music.

REQUIRED TEXTS

Ambrose, S. A., Bridges, M. W., DePietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. Jossey-Bass.

Conway, C. M. & Hodgman, T. M. (2009). *Teaching music in higher education*. Oxford University Press.

Hamann, D. L. (2013). *On staff: A practical guide to starting your career in a university music department*. Oxford University Press.

OTHER RESOURCES

1. Online resources have been established for use in this course. To access them use a World Wide Web browser and open the following URL: <https://ufl.instructure.com/>
2. Selected readings and other resources may be placed on reserve in the Architecture and Fine Arts Library: <http://cms.uflib.ufl.edu/afa/>

GOALS AND OBJECTIVES

Through full participation in this course, the graduate music student 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, retirement;
4. reflect on current issues in higher education;
5. develop application materials (cover letter and vita) for a position in higher education;
6. create a professional website;
7. present a teaching demonstration;
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.

UNIVERSITY OF FLORIDA POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) 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.

UNIVERSITY ACADEMIC HONOR POLICY

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 of this class.

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
Student Health Care Center, 352-392-1161
- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]

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 they receive 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/>].

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

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you the student and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. Absences for illness and other valid reasons will be excused when **advanced notice** is provided. If you have a valid reason for an absence on an examination day, and you let me know in advance, you will be permitted to make up the test at a mutually convenient time. Exams must be made up as soon as possible after your return to class, and no later than one week following your return.

CLASS PARTICIPATION

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

EMAIL

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may also take place via email, and your UFL email address is what will be used. All students need to regularly check their email, at least one time per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

ASSIGNMENTS

All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

ASSESSMENT

<u>Assignment</u>	<u>Weight</u>
• Assessment Instrument	.10
• Cover Letter & CV	.10
• Current Events in Higher Ed	.05
• Discussion Facilitator	.10
• Interview Preparation Project	.10
• Professional Website	.10
• Syllabus	.15
• Teaching Demonstration	.15
• Weekly Reflections	.15

Grading Scale		Letter to Numerical Grade Conversion	
99-100	A+	<i>Letter Grade</i>	<i>Numerical Equivalent</i>
93-98	A		
90-92	A-	A+	100
87-89	B+	A	95
83-86	B	A-	91
80-82	B-	B+	88
77-79	C+	B	85
73-76	C	B-	81
70-72	C-	C+	78
67-69	D+	C	75
63-66	D	C-	71
60-62	D-	D+	68
59 & below	F	D	65
		D-	61
		F	55

COURSE OUTLINE

DATE	TOPIC
January 6	Course introduction and overview; Getting connected to the academy; Institutional types and administrative structures of colleges, universities, and music schools
13	Preparing application materials; Creating a professional website
20	Martin Luther King Day – No Class!
27	Applying for positions, search committees, and interviews (teaching demonstrations)
February 3	Job offers, negotiations, & getting started in your first position
10	Designing music courses
17	Assessment in higher education
24	Assessment in higher education
March 2	Spring Break – No Class!
9	Understanding learners
16	Developing a syllabus
23	Instructional strategies
30	Technology in higher education
April 6	Learning from student feedback
13	NASM
20	Navigating a career; Lifelong professional growth

This syllabus is a guide. It may be varied as needed.