

# Cover Sheet: Request 13403

## MUE 1XXX Exploring Music Teaching and Learning

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	William Bauer wbauer@ufl.edu
Created	12/11/2018 6:55:59 PM
Updated	2/13/2019 10:12:18 AM
Description of request	New course proposal.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Music 011303000	Kevin Orr		12/13/2018
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		1/18/2019
No document changes					
University Curriculum Committee	Commented	PV - University Curriculum Committee (UCC)	Lee Morrison	Added to February agenda.	2/13/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/13/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 13403

### Info

**Request:** MUE 1XXX Exploring Music Teaching and Learning  
**Description of request:** New course proposal.  
**Submitter:** William Bauer wbauer@ufl.edu  
**Created:** 3/11/2019 12:34:27 PM  
**Form version:** 3

### Responses

**Recommended Prefix** MUE  
**Course Level** 1  
**Number** XXX  
**Category of Instruction** Introductory  
**Lab Code** None  
**Course Title** Exploring Music Teaching and Learning  
**Transcript Title** Explore Music Teach  
**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus  
**Co-Listing** No  
**Co-Listing Explanation** This course will not be co-listed.  
**Effective Term** Fall  
**Effective Year** 2019  
**Rotating Topic?** No  
**Repeatable Credit?** No

**Amount of Credit** 1

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 1

**Course Description** An introduction to and overview of music teaching as a profession. Designed for both students who have chosen to major in music education and those who are interested in learning more about a possible career as a music educator.

**Prerequisites** Music major or permission of the instructor.

**Co-requisites** None

**Rationale and Placement in Curriculum** Due to the nature of the current curriculum, the music education faculty often don't become acquainted with freshmen music majors, and those students don't get to know the faculty. This class will remedy this situation, providing interaction during the freshman year. The course is designed for both students who have chosen to major in music education and those who are interested in learning more about a possible career as a music educator. Thus, it will provide an opportunity for students who may be interested in learning more about majoring in music education the opportunity to systematically explore the profession.

**Course Objectives** 1. Reflect on music teaching and learning

2. Describe the music teaching profession

3. Demonstrate fundamental skills for playing the ukulele

4. Discuss contemporary issues in music education

**Course Textbook(s) and/or Other Assigned Reading** Selected readings and other resources will be made available through Canvas or placed on reserve in the Architecture and Fine Arts Library.

**Weekly Schedule of Topics** Week 1 Music teaching as a profession / majoring in music education

Week 2 Beliefs about teaching

Week 3 Current topics in music teaching and learning

Week 4 Beliefs about learning

Week 5 Introduction to the ukulele

Week 6 Elementary music education

Week 7 Current topics in music teaching and learning

Week 8 Choral music education  
Week 9 Ukulele playing and singing  
Week 10 Instrumental music education  
Week 11 Current topics in music teaching and learning  
Week 12 Ukulele playing and singing  
Week 13 Technology in music education  
Week 14 Knowledge, skills, and dispositions of music teachers  
Week 15 Current topics in music teaching and learning  
\* Current topics in music education sessions will address contemporary issues in music teaching and learning, presented by faculty and outside speakers.

**Links and Policies** A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>"

A statement related to accommodations for students with disabilities such as: "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester."

Information on current UF grading policies for assigning grade points This may be achieved by including a link to the web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

A statement informing students of the online course evaluation process such as: "Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>."

The university's honesty policy regarding cheating, plagiarism, etc. Suggested wording: "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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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."

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

**Grading Scheme** Full participation in the activities during each class meeting - .65

Reading reaction reports - .15

Musical biography - .10

Concept map of what a music teacher should know and be able to do - .10

## DESCRIPTION OF ASSESSMENT TASKS

- Reading Reaction Reports: For each assigned reading, provide a summary of the content of the article, then give a personal reaction to the article. Each summary/reaction should be approximately 1-2 typewritten (double-spaced) pages. Submit your reaction report to Canvas.

• Musical Biography: Your approach to teaching is strongly influenced by your beliefs. Your beliefs may be determined by your family background, education, and/or personal experiences. By reflecting on these factors, you can better understand why you believe what you do about music teaching and learning. Before writing this statement, take considerable time to reflect on your personal history and musical history. Please provide thoughtful answers to the areas outlined below, and be as personal as you feel comfortable being. Please consider:

- Your personal background

- Significant personal and musical events in your life

- Reasons for wanting to be a teacher

- Preparing to teach: What do you need to learn about to prepare yourself to become a good teacher?

In what UF classes do you think you will gain this knowledge? What types of experiences will you need to have at UF to become a good teacher?

• Concept Map: Concept maps provide a way to visualize the relationships among concepts, ideas, and other elements that together make up some type of a larger system. Using one or more of the tools discussed in class, develop a concept map of the knowledge, skills, and dispositions you believe are essential to becoming an excellent music teacher.

• Participation in Class Activities: Students are expected to fully participate in each class session of this course. The activities that will occur during class meetings are essential to meeting the course objectives. Your verbal skills, critical and creative thinking abilities, and overall understanding will be directly affected by the quality, quantity, and appropriateness of your contributions to the class. Accordingly, each student is required to (a) make at least one verbal contribution to class discussions or activities, and (b) fully participate in the experiential activities that are part of each course meeting. Each of these participation elements will be tracked and recorded by the instructor(s).

**Instructor(s)** William I. Bauer

Megan Sheridan

Marshall Haning

Barry Hartz