

Cover Sheet: Request 13399

MUE 2040 Music Teaching as a Profession

Info

| | |
|------------------------|---|
| Process | Course Modify Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | William Bauer wbauer@ufl.edu |
| Created | 12/11/2018 5:50:58 PM |
| Updated | 2/13/2019 12:56:48 PM |
| Description of request | Change the course name and credit hours. |

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 |
| MUE 2040 - Music Teaching as a Profession.pdf | | | | | 1/17/2019 |
| 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|Modify for request 13399

Info

Request: MUE 2040 Music Teaching as a Profession
Description of request: Change the course name and credit hours.
Submitter: William Bauer wbauer@ufl.edu
Created: 3/11/2019 1:06:08 PM
Form version: 2

Responses

Current Prefix MUE
Course Level 2
Number 040
Lab Code None
Course Title Introduction to Music Education
Effective Term Fall
Effective Year 2019
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? Yes
Current Course Title Introduction to Music Education
Proposed Course Title Music Teaching as a Profession
Change Transcript Title? Yes
Current Transcript Title Intro Music Educ
Proposed Transcript Title (21 char. max) Mus Teach Profession
Change Credit Hours? Yes
Current Credit Hours 2
Proposed Credit Hours 3
Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Maximum Repeatable Credits 3
Change Course Description? Yes
Current Course Description An introduction for candidates for the Bachelor of Music in Music Education that concentrates on the role and function of music education and music teachers.
Proposed Course Description (50 words max) An overview of philosophical, historical, psychological, and sociological perspectives on music education in schools. Contemporary topics and trends including diversity, special needs students, and culturally responsive pedagogy will be

discussed. The Florida Educator Accomplished Practices (FEAPs) will be introduced. Field experience in schools.

Change Prerequisites? No

Change Co-requisites? No

Rationale The name change is to provide a more contemporary title that better reflects the nature and content of the courses. The addition of 1 credit hour will be used to add a major focus on diversity to the course and expand students' field-based experiences.

The term diversity encompasses all that relates to differences in students. Topics in diversity that are part of the course include issues related to race, class, gender, socioeconomic status, culture, ethnicity, abilities and disabilities, etc. and how these areas impact student learning. These diversity-related topics are addressed in weeks 6, 8, 9, 11, 12, and 13. Additionally, students will directly engage with these issues during their Friday clinical field experiences, 10 in total. The addition of 1 credit (3 contact hours per week) will enable us to give the students a thorough background and experience in how to work students who differ from themselves.

In addition to several new readings and class discussions, a clinical field experience with diverse student populations is being added. This will occur on Fridays. In the previous version of this course, class meetings only occurred on two days (Monday and Wednesday) and did not include the clinical field experience, making the class 2 credits. The addition of a class meeting on Friday, mainly for the purpose of engaging in the field experience, justifies the additional credit. In the field experience, students will be required to observe and take notes, and engage with K-12 students in music classrooms. Students will submit weekly reflections on their field experiences. Students will spend approximately one hour each Friday at their assigned field experience school.

SYLLABUS
School of Music
University of Florida

Music Teaching as a Profession

MUE 2040
Fall Semester
Mondays, Wednesdays, Friday pd. 3

Professor: Dr. Megan M. Sheridan
Office: MUB 356
Email: msheridan@arts.ufl.edu
Phone: 352-273-3192

Course Description

An overview of philosophical, historical, psychological, and sociological perspectives on music education in schools. Contemporary topics and trends including diversity, special needs students, and culturally responsive pedagogy will be discussed. The Florida Educator Accomplished Practices (FEAPs) will be introduced. Field experience in schools.

Course Goals and Objectives

Through full participation in this course, students will:

- Describe the role of public school music teachers and the status of public school music education.
- Articulate how students learn and describe major learning theories.
- Describe factors contributing to student diversity and inequalities in education associated with ability, gender, language, race, and social class, identify the elements of inclusive classrooms, and increase awareness of cultural identity.
- Demonstrate growth as a pre-service music educator through in class teaching experiences and discussions.
- Demonstrate musical skills through singing and playing classroom instruments.
- Identify and describe music teaching methods in terms of historical and current applications in music classrooms, including Kodály, Orff-Schulwerk, Dalcroze, and Modern Band.
- Connect course content to experiences in a fieldwork setting.
- Write professionally about topics in music education using APA style.

Textbooks

Required:

Raiber, M. & Teachout, D. (2014). *The journey from music student to teacher: A professional approach*. New York, NY: Routledge. ISBN: 9780415806855

Strongly Recommended:

American Psychological Association. (2010). *Publication Manual*, 6th ed. APA. ISBN: 9781433805615

Required Membership and Participation

All music education students must join the student chapter of the National Association for Music Education (NAfME). You must attend the monthly meetings. Attendance is taken at meetings. Information on how to join and the meeting schedule will be given during the first week of classes.

Required State Certification Test

In order to pass this class, you must take the Florida General Knowledge Test before the last day of class. Submit a copy of your registration confirmation to Dr. Sheridan. To register, go to <http://www.fl.nesinc.com/testPage.asp?test=GK>. There is a fee of \$130. Schedule your test as soon as possible.

Additional Resources

1. A Canvas course site has been established for use in this class. To access it 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://www.uflib.ufl.edu/music/>

UNIVERSITY OF FLORIDA POLICIES

Students Requesting Accommodations due to Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

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 (<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 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>, 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/>

Course Evaluation Process

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/>.

EXPECTATIONS

Attendance

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>

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 your instructor before your absence, stating the reasons for your absence and agreeing upon a way to make up the work.

Class Participation

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. The dynamics of this course and its ultimate value to you necessitate that you to come to each class prepared (having read assignments, when applicable), contribute questions and comments to stimulate discussions, and fully engage in the content and activities of each class meeting.

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.

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, has a death in his/her immediate family, or other such emergency. The student should see the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

In addition to all assigned course readings, students will complete the following assignments and projects. Additional information about them will be provided in class. All written assignments will be submitted through Canvas.

- Participation: Students are expected to attend and fully participate in every class meeting for this course. Sharing ideas, engaging in debate, and working together with other music educators are key components of collegial interaction and professional development. Accordingly, each student is required to make one verbal contribution to class discussions or activities at each course meeting. Students will be allowed up to three “nonparticipation days,” where they are either absent or do not make a verbal contribution to the class, without penalty. For each nonparticipation day above three, points will be deducted from the students’ participation grade.
- Friday Field Experience and Reflections: On most Fridays, you will spend the morning observing at a local public school. You will spend time in both primary and secondary settings. Following each observation, you will submit an observation reflection. Guiding questions will be given in class. Each reflection should be about one page in length and adhere to APA format.
- Lightening Talk: You will give a 5 minute in class presentation on a topic related to music education. Topics will be assigned in class.
- In-Class Teaching Exercises: On three occasions, you will teach a brief music lesson to the class. Prior to teaching, you will submit a lesson plan. You will video record your in-class teaching and submit a reflection about the teaching experience. A lesson plan format will be distributed in class.
- Philosophy of Music Education: You will craft your philosophy of music education. The paper should be at least 2 pages in length, be APA format, and cite at least three difference sources. Questions to consider while writing your philosophy include:
 - Who should provide music instruction?
 - Who should receive music instruction?
 - What is the role of music in society?
 - What is the role of music in the schools?
 - What is the role of the music teacher?
 - What should the content be?
 - When should music instruction begin?
 - When should music instruction occur?
 - Where should music education occur?
 - How should music be taught?
 - Why should music be in the schools?
- Midterm Exam: Will be given during week 8.
- Final Exam: Will be given during the assigned final exam time.

ASSESSMENTS

| <u>Assessment Task</u> | <u>Weight</u> |
|-------------------------------|---------------|
| Participation | 20% |
| Field Experience Reflections | 15% |
| Lightening Talk | 10% |
| In-Class Teaching Exercises | 20% |
| Philosophy of Music Education | 10% |
| Midterm Exam | 10% |
| Final Exam | 15% |

| Grading Scale | |
|----------------------|----|
| 93-100 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 59 & below | F |

Information on current UF grading policies for assigning grade points can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

COURSE CALENDAR

| | Topic |
|---------|--|
| Week 1 | Your Classroom History of the Profession |
| Week 2 | Designing and Presenting Instruction |
| Week 3 | Teaching for Musical Competence Friday Field Experience |
| Week 4 | In-Class Teaching Exercise 1 |
| Week 5 | Assessing Music Learning Friday Field Experience |
| Week 6 | Who Are Your Students? Friday Field Experience |
| Week 7 | In-Class Teaching Exercise 2 |
| Week 8 | Student Diversity and Characteristics Friday Field Experience |
| Week 9 | Culturally Responsive Teaching Friday Field Experience |
| Week 10 | What Do Students Learn? Friday Field Experience |
| Week 11 | How Do Students Learn? Friday Field Experience |
| Week 12 | Teaching Students with Special Needs Friday Field Experience |
| Week 13 | Music in Special Education Friday Field Experience |
| Week 14 | Philosophy of Music Education Friday Field Experience |
| Week 15 | In-Class Teaching Exercise 3 |