

SYLLABUS
School of Music
University of Florida

Music in Higher Education

MUE 6385 (3)
Spring 2025
W (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

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.

OTHER RESOURCES

1. Online resources have been established for use in this course in Canvas. To access them, follow this 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.

USE OF ARTIFICIAL INTELLIGENCE

Students may only use Artificial Intelligence at the permission of the instructor. Using AI without the permission of the instructor will amount to breaking the above detailed Honor Code.

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/>].

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.

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

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

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 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.
<http://chronicle.com/section/Newsletters/85>
- *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. <http://www.insidehighered.com/newsletter/signup>
- *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.
<https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

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, or from one of the assigned articles on assessment.

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

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 29	February 5	10
Position Interview Preparation Project	Investigate a specific university, its music program, and the specific area in which you are interested	February 12	February 19	10
Professional Website	Develop a professional web site	February 12	February 19	10
Assessment Instrument	Develop an assessment instrument you might use in a class you anticipate teaching.	February 26	March 5	10
Syllabus	Create a syllabus for a class you anticipate teaching in the future	March 12	March 26	15
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 22 February 12	April 2	15

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>

COURSE CALENDAR

TOPIC	READINGS	ASSIGNMENTS
Week 1: January 15 Course introduction and overview; Getting connected to the academy; Institutional types and administrative structures of colleges, universities, and music schools		
Week 2: January 22 Preparing application materials; Creating a professional website <i>Guest: Dr. Kevin Orr, Director</i>	Online: See Canvas	Bring a list of items you feel are important to have in a job search portfolio.
Week 3: January 29 Applying for positions, search committees, and interviews (teaching demonstrations) <i>Guest: Dr. Danielle Van Tuinen, Assistant Professor</i>	Lovett et al. Ch. 1 Online: See Canvas	DUE: Cover letter and CV for peer review
Week 4: February 5 Job offers, negotiations, & getting started in your first position	Lovett et al. Ch. 2 Online: See Canvas	DUE: Revised cover letter and CV
Week 5: February 12 Designing music courses <i>Guest: TBA</i>	Lovett et al. Ch. 3 Conway Ch. 1 Online: See Canvas	DUE: Professional website for peer review

<p>Week 6: February 19</p> <p>Assessment in higher education</p> <p><i>Guest: TBA</i></p>	<p>Lovett et al. Ch. 4 Conway Ch. 2 Online: See Canvas</p>	<p>DUE: Interview preparation project; Revised professional website</p>
<p>Week 7: February 26</p> <p>Understanding learners</p> <p><i>Guest: Dr. Alexandra Bitton-Bailey, Director of the Center for Teaching Excellence</i></p>	<p>Lovett et al. Ch. 5 Conway Ch. 3, 4, & 5 Online: See Canvas</p>	<p>DUE: Assessment instrument for peer review</p>
<p>Week 8: March 5</p> <p>Developing a syllabus</p>	<p>Lovett et al. Ch. 6 Conway Ch. 6 & 7 Online: See Canvas</p>	<p>DUE: Revised assessment instrument</p>
<p>Week 9: March 12</p> <p>Instructional strategies</p> <p><i>Guest: TBA</i></p>	<p>Lovett et al. Ch. 7 Conway Ch. 8 & 9 Online: See Canvas</p>	<p>DUE: Syllabus for peer review</p>
<p>Week 10: March 19</p>	<p>Spring Break</p>	
<p>Week 11: March 26</p> <p>Technology in higher education</p>	<p>Conway Ch. 10 & 11 Online: See Canvas</p>	<p>DUE: Revised syllabus</p>
<p>Week 12: April 2</p> <p>Learning from student feedback</p>	<p>Lovett et al. Ch. 8 Conway Ch. 13 Online: See Canvas</p>	<p>DUE: Digital Job Search Portfolio; Teaching Demonstrations (as assigned)</p>

Week 13: April 9 Navigating a career	Conway Ch. 14 Online: See Canvas	DUE: Teaching Demonstrations (as assigned)
Week 14: April 16 Teaching Presentations	Online: See Canvas	DUE: Teaching Demonstrations (as assigned)
Week 15: April 23 Lifelong professional growth; NASM	Online: See Canvas	DUE: Teaching Demonstrations (as assigned)

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