

UMBC UGC New Course Request: MUSC 432 Music Education Program Design & Management

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Proposed Effective Date:

Fall 2021

	Name	Email	Phone	Dept
Dept Chair or UPD	Lisa Cella	cella@umbc.edu	410-455-1405	Music
Other Contact	Brian Kaufman	brian.kaufman@umbc.edu	410-455-6586	Music

COURSE INFORMATION:

Course Number(s)	MUSC 432
Formal Title	Music Education Program Design & Management
Transcript Title (≤30c)	Music Ed Prgm Design & Mngmt
Recommended Course Preparation	N/A
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Music Education Milestone
# of Credits Must adhere to the UMBC Credit Hour Policy	1 credit
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	1 credit <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

In this course, students will gain understanding and develop key skills needed to design and manage a music education program. Students will gain insights into administration, logistics, financial management, fundraising, advocacy, and working with different constituencies. They will learn how to design music programs in the context of the students, schools, and communities in which they work.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

MUSC 432 is a preparatory class for MUSC 435. In MUSC 435, students will synthesize and apply K-12 methods learned in this class to their K-12 internship experience. For all music education students, MUSC 432—Music Education Program Design & Management will be required in the year preceding Phase 1 (20 days) of the teaching internship required for teacher certification in Maryland. This will ensure students are ready to synthesize and apply K-12 methods in MUSC 435.

b) How often is the course likely to be taught?

This course will be offered every year.

c) How does this course fit into your department's curriculum?

This course will be taken in the Spring of a student's junior year after they complete the music education gateway.

d) What primary student population will the course serve?

The course will serve undergraduate students majoring in music education.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

This course will be at the 400 level, which reflects the rigor and level of work required in the course. It is part of a sequence of courses that prepare students for EDUC 456, a full-time, 400-level teaching internship.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

The music education gateway occurs between students' sophomore and junior years. The gateway assesses students' progress to determine if they are on track to be successful in the student teaching internship in their final year. Their progress up to this point is indicative of their potential success in upper level music education coursework.

g) Explain the reasoning behind the P/F or regular grading method.

Since this course will be required for our music education majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

h) Provide a justification for the repeatability of the course.

This course is not repeatable for credit as the material will remain the same from year to year.

ATTACH COURSE SYLLABUS (mandatory):

Music Education Program Design & Management MUSC 432

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LEARNING GOALS

As a result of this course you will be able to:

- Demonstrate understanding of and gain skills needed to design and manage a music program
- Create and articulate a vision and goals for a future program
- Evaluate challenges and develop solutions for issues that arise in leading a music program
- Identify and develop a list of useful resources and contexts for future professional learning and development

GRADE BREAKDOWN

Attendance-15% (in class participation and preparation are expected; 1 point per class)

Weekly Reading Reflections- 35% (divided evenly)

K-12 Music Teacher Budget Interview Summary & Presentation- 15%

Personal Vision and Goals for Future Music Program Proposal & Presentation- 25%

Professional Organization and Resource Assessment- 10%

SCHEDULE

Week 1: Scheduling and Time Management; Getting Organized with Technology (Introduction--orScore, FileMake, Scanbot, etc)

- READ: Time Management is About More than Life Hacks

<https://hbr.org/2020/01/time-management-is-about-more-than-life-hacks>

Week 2: Communicating with Students, Parents, Teachers, Staff, and Administrators

- READ: Benner & Quirk--One Size Does Not Fit All: Analyzing Different Approaches to Family-School Communication

<https://www.americanprogress.org/issues/education-k-12/reports/2020/02/20/480254/one-size-not-fit/>

Weeks 3 & 4:

- Managing Music Supplies, Equipment, Library, Maintenance & Repair, Etc.
- Event Planning & Logistics—Auditions, Concerts, Set-up, Travel
- Budgeting and Financial Management

Assignment: Small Group Project = develop a set of checklists for yourself of logistics that need to be addressed for concert, auditions, class set-up

Assignment: K-12 Music Teacher Budget Interview; present to class

Week 5: Developing a Program Vision & Goals

Assignment: Bring to class the vision/mission and goals/outcomes listed on the website of one K-12 school music program and two music education not-for-profit organizations

Week 6: Considering Course and Extracurricular Offerings

READ: Pendergast & Robinson: Secondary Students' Preferences for Various Learning Conditions and Music Courses: A Comparison of School Music, Out-of-School Music, and Nonmusic Participants

READ: Matthews: A Survey of Elementary and Secondary Music Educators' Professional Background, Teaching Responsibilities and Job Satisfaction in the United States

<https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1071&context=rime>

Week 7: Collaborating in Your School and Community

READ: Lind & McCoy: Culturally Responsive Teaching in Music Education: From Understanding to Application---Chapters 6 & 7

READ: <https://www.musicteachers.org/building-a-thriving-music-department-on-a-small-budget/>

Week 8: Recruitment & Program Growth

READ: Elpus, Abril: High School Music Ensemble Students in the United States: A Demographic Profile

READ: Build It and They Will Come--Recruiting and Retaining Students

<https://nafme.org/recruiting-retaining-students/>

Week 9: Creating a Culture in Your Classroom and Program

READ: Albert- The classroom culture of a middle school music technology class

Week 10: Program Assessment and Evaluation

READ: Payne, Burrack, Parkes. & Wesolowski: An Emerging Process of Assessment in Music Education

Weeks 11 & 12:

- Fundraising & Grant-Writing
- Creating Promotional/Advocacy Materials
- Developing a Website

READ: Elpus & Grise: Music Booster Groups—Alleviating or Exacerbating Funding Inequality in American Public School Music Education?

Week 13: Proposal Presentations—Personal Vision and Goals for Future Program

Week 14: Managing Work-life Balance, Stress, and Burnout

READ: Teacher Stress and Health--Effects on Teachers, Students, and Schools

<http://prevention.psu.edu/uploads/files/rwjf430428.pdf>

Week 15 (FINAL): Lifelong Learning; Pursuing Leadership Roles in the Profession; Identifying Mentors

Professional Organization and Resource Assessment: Peruse the websites for ISME, NAFME, and MSDE Fine Arts; what resources are available and how might they be useful? Identify one other national or international organization of interest. Write about your interest and what you would hope to learn from being involved with that organization's activities. Come ready to present and discuss.

COURSE POLICIES:

Academic Integrity

Academic integrity is an important value at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

Undergraduate Honor Statement

I hereby assume the responsibilities of an engaged member in a scholarly and civic community in which academic work and behavior are held to the highest standards of honesty. It is my active participation that affirms these principles and gives them true meaning as well as value in my education. I realize that by committing acts of dishonesty I hurt myself and place an indelible mark on the reputation of UMBC. Therefore, I will not cheat, fabricate materials, plagiarize, or help another to undertake such acts of academic dishonesty, nor will I protect those who engage in acts of academic dishonesty.

Student Disability Services

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Attendance Policy

Regular attendance is a requirement of the course. If missing a class is absolutely unavoidable, please email or text me in advance to make arrangements.

Late Work Policy

With the exception of emergency situations that will be handled on a case-by-case basis, the late work policy is as follows:

- Assignments are due by 11:59 pm on the day before the class in which the assignment is due.
- You have until 7:00 am the morning after an assignment is due to submit for full credit.
- For the next 24 hours, you may still turn in the assignment, but at a 10% penalty.
- Once the grace period for full credit and the grace period for reduced credit have both passed, the assignment will incur a 50% penalty. If you have an extenuating circumstance, please let me know.

Sexual Violence and Discrimination

I, along with the rest of the UMBC Community, reject sexual violence and discrimination in all of its forms. There is no place for inappropriate behavior in this class, and violators will be held accountable to the fullest extent of the university's policies and regulations.

If you feel that that you have been a victim of sexual violence and/or discrimination, my door is always open to listen. I am here to be a bridge to resources that can help you. Please know, however, that as a "responsible employee" of the university, I am required to report any instances of sexual violence and/or discrimination to the Title IX office.

The instructor reserves the right to modify and/or change this syllabus as needed during the course.