

MUED 1201 (2 credits)
Introduction to Music Education
Fall 2025 Syllabus



Wednesdays, 8:00a–9:45a
Ferguson Hall 115 (and off-campus sites, TBA)

Instructor: Dr. Danni Gilbert
Office: Ferguson Hall 148
Office Hours: By appointment
Email: gilbertd@umn.edu

Course Description: This course is designed as an introduction to the field of music education. It will provide students with an overview of the multifaceted nature of music teaching and learning, serve as a foundation for the construction of your own beliefs and practices as a teacher, and give you a framework to work effectively in diverse settings. This course will include: field experiences, readings, presentations, instructional technologies as well as historical, psychological, and philosophical foundations. Though this class is the first required MUED course of the music education major, major-level status in the School of Music is not required to enroll.

Recommended Text (you do NOT have to purchase):

- Gilbert, D. (2023). [*Music educators wanted! Ten essential qualifications for success*](#). Kendall Hunt. ISBN: 9798765753347

Additional reading materials will be provided in class, on Canvas, or will be available on reserve in the library.

Course Goals & Objectives:

Students in this course will:

- Understand the purposes of education generally and music education's contributions to those purposes specifically, both historically and currently.

- Examine the characteristics of effective music educators.
- Describe and discuss a philosophy toward the music education of students in schools.
- Discuss current issues and trends in teaching music.
- Regularly reflect on their growth as a music educator.
- Strengthen diagnostic, observational and assessment skills needed for music instruction.
- Consider the [National Music Standards](#) as a framework for music curricula.
- Develop a working knowledge of the [Minnesota K-12 Academic Standards in the Arts](#) for music and use that knowledge to develop short-term as well as long-term planning skills.
- Develop a knowledge of inquiry methods, research skills, and presentation skills, and their application in a music classroom.
- Begin to forge a professional identity through a growing knowledge base and in keeping with the [MN Standards of Effective Practice](#) (SEPs).
- Broaden knowledge of materials and music literature appropriate for music instruction.
- Contemplate teaching as a profession, with attention to issues (e.g., diversity, equal access, etc.) facing music educators today.

Instructional Activities:

- Students will contribute to class discussions.
- Students will complete written assignments.
- Students will read book chapters, articles, and other resources.
- Students will present to the class and peer-teach the class.
- Students will visit area PK-12 music classrooms, observe cooperating teachers, design and deliver lessons to primary and secondary students in music settings, assess student growth, and reflect upon the outcomes.

Standards of Effective Practice (SEPs) for Teachers (Minnesota Teacher

Standards): Teachers who seek certification in Minnesota are expected to verify proficiency in the ten standards of effective practice. Students in MUED 1201 need to be familiar with these standards. Additional details pertaining to the standards will be provided in class. Complete standards and subparts can be found via the following link: <https://www.revisor.mn.gov/rules/?id=8710.2000>

Minnesota Academic Standards Arts K-12: The Minnesota Academic Standards in Arts Education focus on student achievement in five distinct arts areas: dance, media arts, music, theater, and visual arts. Students in arts education often integrate

other subject areas with the arts to creatively express themselves and demonstrate their learning through projects or performance. In this course, we will include these standards in selected assignments. <https://education.mn.gov/MDE/dse/stds/Arts/>

Communication: All announcements, files, assignments, and other information will be placed on the course Canvas site or delivered by email to your UMN email account. Canvas course announcements and email will be the primary methods of delivering information between classes. Please check your UMN email for accuracy and ensure that your Canvas settings are set up to deliver announcements and assignment comments to your UMN email address. If any information related to assignments or classes is delivered by email or posted on Canvas, it will be assumed that you have received and read the information. Please check your email daily and respond (if necessary) promptly.

Attendance Policy: Attendance is expected and will be taken during each class session and practicum visit. It is the responsibility of the student to complete all missed in-class work and homework assignments in the event of an absence. Being absent from class does not excuse students from adhering to the assignment due dates listed in the course calendar. As much of this course is based on class discussion and interaction, attendance is very important for student success. In the event circumstances prevent you from meeting the attendance expectations (i.e., prolonged illness), it may be necessary to take the course another semester in which the course is offered when you are better able to successfully meet the requirements.

Excused absences: Students are permitted up to 3 excused absences with prior notification; appropriate documentation may be required for the absence to be considered excused. Students are to notify the instructor of an absence prior to the beginning of class, or as soon as foreseen if known earlier. *Notification must be made at least 30 minutes prior to the start of class to be considered an excused absence.* Excused absences can be used for sick days, mental health days, personal days (i.e., attending a wedding, going on vacation, or scheduling an interview), other professional development days (i.e., attending a conference not listed in the syllabus or performing with a UMN-sponsored group), or transportation or other car trouble. If you are attending a university-sponsored event or trip, you must notify the instructor in advance; such absences count toward your 3 allotted excused absences.

Unexcused absences: Any absence from class without prior notification of at least 30 minutes before class is an unexcused absence (no call/no show). Each unexcused absence without prior notification will result in a deduction of 25

points from the Professionalism grade (see Professionalism assignment description below). Late arrival to class up to 15 minutes past the start of class will result in a deduction of 5 points from the Professionalism grade. Missing more than 15 minutes of class (i.e., late arrival, excessive break, early departure from class) without prior notification will be treated as an unexcused absence.

Effect of absences on professionalism in music education: The professionalism expectations are designed to prepare students for a career as a music teacher. In that position, it is never acceptable to unexpectedly miss a day of work, or to arrive late to the start of assigned teaching duties. When teachers must miss work, they always provide their employer advanced notice. Therefore, the expectation is that students attend all class sessions and arrive on time. When students must miss a class session or plan on arriving late, they must notify the instructor of an absence prior to the beginning of class.

Student Evaluation & Assignments:

Due dates for course assignments are listed on the course calendar; however, dates are subject to change. Due dates will be verified during class. **Assignments must be uploaded to Canvas by 11:59 PM on the day they are due.** Assignments submitted past the due/date time will be marked as late in Canvas. Submitting assignments up to 48 hours past the due date will result in a reduction of points earned. Assignments will not be accepted beyond 48 hours after the due date, resulting in a loss of points. Please communicate assignment extension requests prior to the deadline. Assignments submitted during our class time will not be accepted, resulting in loss of points for the assignment. Responses should be typed and turned into Canvas.

Submitting assignments to Canvas from Google Drive:

1. Ensure you're signed into your school UMN account (Canvas and Google).
2. Within Canvas, visit the assignment you wish to submit.
3. Next to "File Upload", click Google Drive.
4. To open a Google Drive window, click Select File.
5. Select the Drive file.
6. Click Add > Attach > Submit assignment.

Handwritten hard copies of assignments or emailed assignments will not be accepted. Technical or other problems with Canvas, Google Drive, your computer, or the Internet, are not considered valid reasons for work not received or sent after the due date/time. For problems with the electronic submission of assignments through Canvas, first

contact the [Twin Cities Technology Help](#). **There will be no extra-credit assignments provided to make-up for late or incomplete work after the late penalty deadline.**

Assignment	Point Value
1. Biography & Headshot	15
2. Curriculum Vitae	15
3. Practicum Portfolio Artifacts (7)	70
4. Philosophy Statement	15
5. Article Reviews, 3	30
6. Reading & Reflection, 8 (R&R)	40
7. Selected Topic Presentation	40
8. Professionalism	75
Total Points:	300

1. **Biography & Headshot**: In preparation for a teaching portfolio, you will write a concise, 2-3 paragraph description of your background that demonstrates your qualifications as a music teacher. You will include a digital (professional) picture, or headshot, on this biography. A standard layout/outline would be to begin with: (a) an introduction of who you are and educational background, (b) continue with your teaching/musicianship background, and (c) follow with awards and other leadership roles. However, feel free to use other models or adapt this suggested outline to best present your professional self. Use formal, proofread language with a principal or administrator as an example audience. Write professionally in third-person: "Mr. Joe E. Smith is an undergraduate music education student..." Make a strong impact of who you are as a musician and teacher. Feel free to look at faculty webpages for ideas. You will be graded on (a) grammar/organization, (b) strength of presentation/overall effect, and (c) inclusion of a headshot. [15 points]

2. **Curriculum Vitae**: A curriculum vitae, or CV, is a written overview of a person's experience and other qualifications. In many cases, a CV is the first item that a potential employer examines regarding the job seeker and is typically used to screen applicants. A CV is a complete summary of your experiences and educational background and may consist of several pages. A resume, on the other hand, is usually a 1-page, condensed version of your overall CV. While it can resemble a resume, a CV is most often used when applying for teaching or research opportunities, applying for a grant or fellowship, or for further academic training. Regardless of your long-term professional goals, your CV is a document that you will continue to develop over the course of your entire career. Establishing and maintaining your CV now will ensure you don't forget any of the

wonderful things you have done. Your CV should include: (a) your name and contact information, (b) educational experience (post-high school), (c) any teaching experience (paid or voluntary), (d) significant work or performance experience, (e) honors and awards, (f) professional memberships (C-NAfME), and (g) 3-5 professional references with current contact information. [15 points]

3. Practicum Portfolio Artifacts (7): As part of your state teaching licensure requirements, you will need 100 hours of contact time with students in PK-12 settings, under the supervision of a licensed practicing music educator, prior to your full-time student teaching semester (cooperating teacher's plan period does not count toward time on site). Contact time includes either observing the cooperating teacher teach, or opportunities for you to teach students individually, as a small group, or as a full class/ensemble, under the supervision of the cooperating teacher. More information about the [MUED Program Field Experiences](#) can be found here. As an assignment in this course, you will be asked to complete at least 10 hours of practicum experience at the PK-12 level at various school sites off-campus. **Please note that background check fees may be needed depending on the district to which you are assigned.**

Use the [Pre-Service Teaching Field Experience Google Form](#) to log hours. Make a copy of this form and share it with the Clinical Coordinator (Kathy Byrn, UMN Office of Teacher Education) and MUED Licensure Program Lead (Dr. Akosua Addo). You will use this form to log your practicum hours throughout the duration of the music education program.

For each of the practicum sessions, prepare an artifact that illustrates your participation at the site. Describe the school site, district, location, and cooperating teacher. Artifacts can include any of the following: a detailed lesson plan (use the [lesson plan template](#) provided on Canvas); a 250-500 word reflection that describes what went well in the lesson and what could be done differently in the future; a 250-500 word observation report that details what you witnessed during class from the perspective of the teacher; a video demonstrating your teaching (ensure not to capture students in the video, but focus the camera on you). A minimum of 1 artifact per practicum session is required. All artifacts will be compiled into a portfolio at the conclusion of the semester that documents your experiences. Upload your artifacts to Canvas. [10 points per artifact; 70 points total]

The following are acceptable teaching practices during practicum:

- Observing and/or assisting the cooperating teacher in large and small group instruction
- Facilitating student sectional rehearsals and/or small group work

- Leading short rehearsal episodes with the large ensemble

Practicum Professionalism: Because completing these practicum hours is a state licensure requirement, attendance is critical to your success. Students are to notify the course instructor of an absence prior to the beginning of the visit, or as soon as foreseen if known earlier. Absence from practicum can be made-up at the discretion of the cooperating teacher, depending on their teaching schedule, and the course instructor, to ensure you have fulfilled the required contact time on site. Exact meeting times may be flexible depending on the schedule of the cooperating teacher and school site. Students are expected to arrive at the assigned practicum site **on time and dressed professionally.**

Professional Attire: Professional attire means office casual and appropriate for children to see. Wear shoes that are practical for teaching, yet professional. There are no “casual Fridays” or “jeans days” for practicum students.

Professional Language/Gestures: Appropriate language must be used while at the school site at all times—profanity or vulgar language/gestures should not be used at any time.

Additional Practicum Details:

- Do not bring any gum, food or drink with you to practicum inside the school. Attending practicum visits does not excuse you from other course requirements, whether in this class or in other classes. In other words, do not expect to miss another class or course responsibilities in order to attend practicum.
- Electronic devices should be silenced and should not be visible or answered during your time in the schools.
- Phones, laptops, or tablets should only be used if needed in teaching your lesson.
- Allow enough time in your schedule to travel to the school site, park, and check in through the secured entrance with the building monitor. Your UMN ID should be worn on a lanyard and visible throughout your time in the school.

4. **Philosophy Statement:** Develop a 1-page description of what you believe about music’s value to society, music teaching, and your goals for music education. Suggestions for things you could include are: (a) the background that helped you arrive at the philosophy (without being too biographical), (b) citations of other sources/texts that support your philosophy, (c) what is important for students to learn in music, (d)

where you feel music education should go in the future with attention to what has been valuable from the past, (e) characteristics of a great music program or music teacher, etc. The course texts, our discussions in class, and your experiences are all sources of a philosophy, or what is important about music, and what should be taught in music classrooms. Your philosophy statement is something that you will maintain, revise, and edit over the course of your career as you are influenced by new ideas, experiences, and beliefs. Potential employers may even ask you to submit your philosophy as part of your application package. Aim to communicate why music education is important for the sake of music itself. Avoid focusing your argument on secondary benefits of a music education such as leadership, teamwork, improved academic success in other disciplines, and so on. You will be graded on grammar, concise and clear writing, creating a strong argument for your philosophy, organization, and overall impact. [15 points]

5. **Article Reviews (3):** Using resources available through the library's electronic databases, you will locate three scholarly articles related to an assigned topic within music education (i.e., technology, creativity, motivation, retention, inclusion, diversity, assessment, teacher evaluation, etc.). The topic will be assigned to you and will serve as the basis for your presentation in another assignment (see related assignment description). Articles should come from reputable, peer-reviewed sources such as *Music Educators Journal* and the *Journal of Research in Music Education*. Using the article review template available on Canvas, you will be asked to identify the bibliographical components of the article and create a citation in APA format (7th edition), list the primary points/arguments of the article, and provide a critique of the article supported by facts or examples. [10 points per article; 30 points total]

6. **Reading & Reflection (R&R):** There will be numerous reading and reflection assignments from the assigned texts and scholarly articles available on Canvas. You must demonstrate knowledge of these readings during class. For each R&R assignment, you will provide a 250–500-word (1-page) reflection. Reflections must adhere to scholarly writing guidelines, include reference to the assigned reading, thoughts about how you may apply the material in your current or future teaching, and ideas about how the main ideas of the reading may have been evident in your prior musical experiences. [5 points apiece; 40 points total]

7. **Selected Topic Presentation:** You will give a 10-12-minute presentation covering the topic you examined in your article reviews (see related assignment description). You will use Google Slides to facilitate your presentation. The content on the slides should serve as visual aids, but should not comprise the entire presentation. In other words, avoid reading directly from the slides. Try to make the presentation interactive by

soliciting audience participation or discussion when appropriate. You may also wish to incorporate supplemental materials such as images, videos, audio recordings, and so on. You will have two minutes following your presentation for your classmates to ask questions that you will answer. Your presentation will be graded on: (a) content, (b) effective written and verbal communication, (c) pacing and time management, (d) organization and layout, and (e) delivery methods (see below). Submit a document containing the components below to Canvas prior to the start of class on the day of your presentation. [40 points]

Presentation Content (20 points):

1. Introduction to topic: Background information, problem statement (4 points)
2. Literature Review: What did you find in the related resources? (4 points)
3. Implications: What does this mean for music educators and music education? (4 points)
4. Recommendations: In your opinion, what can or should music educators do differently? What should we continue doing the same? (4 points)
5. Connection to Philosophy: Based on what you have learned in your music education training so far, how might this topic influence your teaching philosophy or future teaching? (4 points)

What you need to INDIVIDUALLY turn in to Canvas (20 points):

Document that contains:

1. Link to visual presentation, Google Slides (5 points)
2. Reflection (1-2 paragraphs): What did you learn through research in your topic?
 - a. Discuss connection to your teaching philosophy. (5 points)
3. Contribution (only applicable if assigned as a group presentation): How specifically did you contribute to your presentation? How specifically did other members of your group contribute? (5 points)
4. Bibliography: Combined reference list found through article reviews (APA format) (5 points)

8. **Professionalism:** [75 points] Students are to demonstrate the professionalism expected of practicing music educators. Basic elements of professionalism include: (1) consistent and punctual attendance, (2) professional conduct, communication, and presence, and (3) engaged participation during class sessions and completion of in-class work. All students will begin the course with the full number of Professionalism points (75); however, points will be deducted if the following indicators of Professionalism are not met. Assessment of professionalism will be evaluated as such:

1. Consistent and punctual attendance: Attendance is expected and will be taken during each class session (see attendance policy above). The professionalism expectations are designed to prepare students for a career as a music teacher. In that position, it is never acceptable to unexpectedly miss a day of work, or to arrive late to teaching duties. When teachers must miss work, they always provide their employer advanced notice. Therefore, the expectation is that students attend all class sessions and arrive on time. When students must miss a class session, they must notify the instructor of an absence prior to the beginning of class.

2. Professional conduct, communication, and presence: Observations of in-class and out-of-class interactions with students and professors (e.g., email) will indicate students' development of professional conduct and communication skills.

3. Engaged participation during class sessions and completion of in-class work: Active participation during each class session is expected. Each class session will cover essential knowledge and skills that students will need to successfully complete practicum experiences and to advance in the program. Participation will be observed and in-class work will be monitored during each class period to assess students' mastery of the topics covered. There will be a deduction of 5 Professionalism points per class period if students are not actively participating in class and/or fail to complete the in-class work used to assess student knowledge and skills related to the topic covered for the session. Students who are absent from class should review class notes from a peer and complete the in-class assessment for the class period to avoid losing Professionalism points.

Grading Scale:

Points	Percentage	Letter Grade
279-300	93%-100%	A
270-278	90%-92%	A-
261-269	87%-89%	B+
249-260	83%-86%	B
240-248	80%-82%	B-
231-239	77%-79%	C+
219-230	73%-76%	C
210-218	70%-72%	C-

201-209	67%-69%	D+
189-200	63%-66%	D
180-188	60%-62%	D-
179 and below	59% and below	F

Importance of Course Grade to Degree Program: To successfully pass this course and advance in the program, a minimum grade of C- (210 points, or 70%) is required. Failure to attain the minimum passing grade will result in the student needing to retake the course the next semester it is offered, resulting in a delay in degree progress. Additionally, to advance to the student teaching semester of the program, students must resolve all Incomplete grades and students' cumulative GPA must be at or above a 2.8.

The School of Music Mission Statement

Our mission at the University of Minnesota School of music is to understand, share, and disseminate music through creation, performance, research, and education.

- . *We embody and encourage creative and intellectual curiosity at the highest level of artistry and scholarship.*
- . *Our distinguished faculty inspires students to be global citizens and agents of transformation through music, realizing this educational work in an integrated and collaborative environment.*
- . *Our students develop the knowledge, attitudes, and professional skills to be successful while engaging with the richly diverse, urban, artistic communities in the Twin Cities and beyond.*

Conceptual Framework for UMN School of Music's Music Education Program

Description: The music education program is committed to promoting music education for all, connecting theory to praxis, and ensuring that students meet licensure requirements to become professional music educators.

The Research Base: In the music education program, we believe that inquiry and theory guide practice, while practice informs theory and inquiry.

Results orientation: The Music Education program is committed to nurturing teacher candidates who can teach music as a fundamental right of all children and encourage their future students' lifelong artistic and intellectual development. Our graduates model a love of lifelong learning so that their future students can develop the same habits of mind, which include a thirst for being musically literate, aesthetically sensitive, historically conscious, community-facing, and an expert in the field.

Skills: Music educators need the flexibility and discipline to adapt to the ever-changing society through skills and knowledge limited to the music field, but that knowledge of the social and cultural contexts where teaching and learning occur and evolving understanding of methodologies, technologies, and resources.

Threads: In the UMN undergraduate program in music education, students simultaneously develop research-informed subject matter expertise and professional-pedagogical knowledge. We weave together a complex curriculum that includes music theory, music history, conducting, solo performance, ensemble performance, and music education-specific content.

University Policies:

Student Conduct Code: The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. To support this environment, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at

the University you are expected to adhere to the Board of Regents Policy: [Student Conduct Code\(PDF\)](#). Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach and/or a student's ability to learn." The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.

Use of Personal Electronic Devices in the Classroom: Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each instructor to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please review the [Teaching and Learning: Student Responsibilities](#) policy.

ChatGPT: Artificial intelligence (AI) language models, such as ChatGPT, may be used for any assignment with appropriate citation. Examples of citing AI language models are available at: libguides.umn.edu/chatgpt. You are responsible for fact checking statements composed by AI language models.

Scholastic Dishonesty: You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means: plagiarizing; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [Teaching and Learning: Instructor and Unit Responsibility](#).

The [Office for Community Standards](#) has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty.

Beware of websites that advertise themselves as being “tutoring websites.” It is not permissible to upload any instructor materials to these sites without their permission or copy material for your own homework assignments from these various sites. If you have additional questions and concerns, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class, e.g., when and whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences: Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [*Administrative Policy: Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester.*](#)

Appropriate Student Use of Class Notes and Course Materials: Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see Administrative Policy: [*Teaching and Learning: Student Responsibilities.*](#)

University Grading Scales: The University has two distinct grading scales: A-F and S-N. The A-F grading scale allows the following grades and corresponding GPA points:

A	4.000 - Represents achievement that significantly exceeds expectations in the course.
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is above the minimum expectations in the course.

B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the minimum expectations in the course.
C-	1.667
D+	1.333
D	1.000 - Represents achievement that partially meets the minimum expectations in the course. Credit is earned but it may not fulfill major or program requirements.
F	0.000 - Represents failure in the course and no credit is earned.

In the S-N grading scale, a grade of S (0.00 GPA points) corresponds to Satisfactory (equivalent to a C- or better). A grade of N (0.00 GPA points) corresponds to Not Satisfactory.

For additional information, please refer to:

<http://policy.umn.edu/education/gradingtranscripts>.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence:

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact a confidential [resource on your campus](#). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus [Title IX office or relevant policy contacts](#).

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

For more information, please see [Administrative Policy: Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](#).

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[Equity, Diversity, Equal Opportunity, and Affirmative Action \(PDF\)](#).

Disability Accommodations: The University of Minnesota is committed to creating learning environments that are inclusive and accessible to all students. If you are experiencing disability-related barriers to learning in your courses, the Disability Resource Center (DRC) is the office that collaborates with students to explore reasonable accommodations, tools, and resources.

If you are registered with the DRC and have a current accommodation letter please share your letter with me as soon as possible so that we can discuss how your accommodations will be implemented in this course. The sooner I know about your disability access-needs, the more equipped I can be to facilitate accommodations. You may reach out to me or your (access consultant/disability specialist) if you have any questions or concerns about your accommodations.

If you are not registered with the DRC and are experiencing or think you may be experiencing disability related to a mental health, attention, learning, chronic health, sensory, or physical condition, and would like to discuss accommodations and/or resources, please contact the DRC on our campus (e.g., UM Twin Cities - 612.626.1333).

If you have a short-term medical condition, such as a broken arm, I may be able to assist in minimizing classroom barriers. In situations where additional assistance is needed, you should contact the DRC as noted above.

Campus DRC information:

Twin Cities - <https://diversity.umn.edu/disability/>, drc@umn.edu

Mental Health and Stress Management: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce

your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

Academic Freedom and Responsibility (for courses that do not involve students in research): Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

Tentative Course Schedule *

In general, we will meet in Ferguson 115. Exceptions are noted in the schedule below.

If in-person classes are canceled (i.e., inclement weather), you will be notified of the instructional continuity plan for this class through a Canvas announcement.

R&R = Reading & Reflection Due

Class #	Date	Topic(s)	Related Assignment(s)
1	Wednesday, September 3	<ul style="list-style-type: none">• Introduction, Canvas and syllabus• Why music education?• Constructing a philosophy for music	<ul style="list-style-type: none">• Review syllabus and schedule• Biography and headshot

		<p>education</p> <ul style="list-style-type: none"> • Professionalism in music education: what makes a teacher a professional educator? • What to expect as a full-time educator • What can you do with a degree in music education? 	
2	<p>Wednesday, September 10</p> <p><i>C-NAfME officers visit to discuss benefits of membership</i></p>	<ul style="list-style-type: none"> • Introduction to professional learning communities: C-NAfME • Overview of the MUED program and faculty • Music technology for all students • Assign topics for article reviews and final presentation 	<ul style="list-style-type: none"> • Philosophy Statement • R&R #1: Review the following 4 websites: <ul style="list-style-type: none"> ○ Minnesota Department of Education PELSB Licensure Requirements ○ Minnesota Standards of Effective Practice ○ NAfME Music Educator Certification ○ Minnesota Music Educators Association
3	<p>Wednesday, September 17</p> <p><i>Class visit to the music library to locate resources and meet the staff (Dr. Jessica Abbazio) (9:00a-9:45a)</i></p>	<ul style="list-style-type: none"> • Music education as a people profession • Creating an inclusive environment • Accommodations, modifications, and motivation • Universal Design for Learning • Classroom management and 	<ul style="list-style-type: none"> • R&R #2: Read the following three articles: <ul style="list-style-type: none"> ○ “It’s Just the Way I Learn!” Inclusion from the Perspective of a Student with Visual Impairment ○ “I Dream a World”: Inclusivity

		<p>safety</p> <ul style="list-style-type: none"> Rules, expectations, procedures 	<p>in Choral Music Education</p> <ul style="list-style-type: none"> Implementing IEPs in the Music Classroom
4	<p>Wednesday, September 24</p> <p><i>Guest Speaker: Prof. Tsai-Rung Li, PhD Candidate in MUED</i></p> <p><i>Dr. Gilbert attending BTAA Music Education Conference at Michigan State University</i></p>	<ul style="list-style-type: none"> National Music Standards Minnesota Fine Arts Standards Lesson planning and curriculum Behavioral learning objectives and goals Assessment and grading Reflection and analysis of teaching Teacher evaluation 	<ul style="list-style-type: none"> R&R #3: Review the following 3 websites: <ul style="list-style-type: none"> NAfME Standards Minnesota Department of Education 2018 K-12 Academic Standards in Arts Education National Core Arts Standards
5	<p>Wednesday, October 1</p> <p><i>Guest speaker: Kathy Byrn, Office of Teacher Education, 8:00a-9:00a</i></p>	<ul style="list-style-type: none"> Discussion of practicum portfolio assignment and clinical experiences Introduction to the Office of Teacher Education Professionalism in music education: communication and conduct Ethical and legal considerations 	<ul style="list-style-type: none"> Curriculum Vitae R&R #4: Read the following 3 articles: <ul style="list-style-type: none"> Nurturing Musical Creativity Through Assessment for Learning Standards-Based Grading in Ensemble Music Singing Over the Wall: Legal and Ethical Considerations for Sacred Music in the Public Schools

6	Wednesday, October 8	<ul style="list-style-type: none"> • Practicum Visit #1: MJ Dawson, MPLS; Emerson Dual Language 	<ul style="list-style-type: none"> • Practicum Portfolio Artifact #1 • R&R #5: Read the following 3 articles: <ul style="list-style-type: none"> ○ Addressing Burnout, Cultivating a Career ○ Confronting the Viability of “Music for All” ○ Applying Student-Centered Principles to Performing Ensembles
7	Wednesday, October 15 <i>* NEW practicum location, TBD (UMN Child Development Center?)</i>	<ul style="list-style-type: none"> • Practicum Visit #2 	<ul style="list-style-type: none"> • Practicum Portfolio Artifact #2 • R&R #6: Read the following 3 articles: <ul style="list-style-type: none"> ○ A Case for K-Pop in the Music Classroom ○ Supporting Students with Culturally Relevant and Responsive Approaches ○ Stress-Reduction Strategies for Music Teachers
8	Wednesday,	<ul style="list-style-type: none"> • Practicum Visit #3: MJ 	<ul style="list-style-type: none"> • Practicum Portfolio

	October 22	Dawson, MPLS; Emerson Dual Language	Artifact #3 <ul style="list-style-type: none"> Article Review #1
9	Wednesday, October 29	<ul style="list-style-type: none"> Practicum Visit #4: MJ Dawson, MPLS; Emerson Dual Language 	<ul style="list-style-type: none"> Practicum Portfolio Artifact #4 R&R #7: Read the following 3 articles: <ul style="list-style-type: none"> Creativity through Recomposition in the Music Ensemble Building Cross-Linguistic Connections in la Clase de Musica Feedback to Improve Student Learning in Music
10	Wednesday, November 5	<ul style="list-style-type: none"> Practicum Visit #5: MJ Dawson, MPLS; Emerson Dual Language 	<ul style="list-style-type: none"> Practicum Portfolio Artifact #5 Article Review #2
11	Wednesday, November 12	<ul style="list-style-type: none"> Practicum Visit #6: MJ Dawson, MPLS; Emerson Dual Language 	<ul style="list-style-type: none"> Practicum Portfolio Artifact #6 R&R #8: Read the following 3 articles: <ul style="list-style-type: none"> Culturally Sustaining Pedagogy and Anti-Racist Curriculum AI and Assessment

			<ul style="list-style-type: none"> ○ Teaching Music/Teaching Culture
12	Wednesday, November 19	<ul style="list-style-type: none"> ● Practicum Visit #7: MJ Dawson, MPLS; Emerson Dual Language 	<ul style="list-style-type: none"> ● Practicum Portfolio Artifact #7 ● Article Review #3
13	Wednesday, November 26	<ul style="list-style-type: none"> ● <i>NO CLASS: THANKSGIVING BREAK</i> 	<ul style="list-style-type: none"> ● <i>REST AND RELAX: REQUIRED! 😊</i>
14	Wednesday, December 3	<ul style="list-style-type: none"> ● Selected topic presentations 	<ul style="list-style-type: none"> ● Selected topic presentation
15	Wednesday, December 10 <i>Last Day of Classes</i>	<ul style="list-style-type: none"> ● Selected topic presentations (continued if needed) ● Course wrap-up ● Course evaluations 	<ul style="list-style-type: none"> ● Celebrate your accomplishments!

**Calendar is subject to change.*