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March 2024
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Course assignments are not weighted.

Syllabus: Music 466

Tip: The Syllabus Navigation menu is located on the top right corner of the screen to help you quickly locate syllabus content.

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Course Description

Music 466 will acquaint music education majors with music program development, curriculum, assessment, classroom management, professional growth of the teacher, preparation for student teaching and the job market as well as developing a personal rationale for music education.

- **Course Name: Program Development and Evaluation in Music Education**
- **Department: Music & Theatre**
- **Semester Offered: Spring 2024 - Fall 2023**
- **Credit Hours: 3**
- **Course Pre-requisites: Admission to Teacher Education; Music 366**
- **Course Co-requisite: Music 486A - Practicum**
- **Course Meeting Time: Tuesday & Thursday 10:00 - 10:50**
- **Course Format: In-person**

Instructor Information

Instructor Dr. Natalie Steele Boston

Email: natalie@sjsuarts.edu

Phone: 515-294-6829

Office location: 003 Eaton Music Hall

Student hours: (on-campus/virtual): TBA

You can contact your instructor in the following ways:

- General announcements will be posted via Canvas announcements.
- Please adjust your Notification Settings in Canvas to receive notifications.
- Email: natalie@sjsuarts.edu
- Phone: 515-294-6829

Course Objectives (COs)

Upon completing this course, students will be able to do the following:

CO 1: Students will be able to articulate, verbally and in writing, their personal teaching philosophy

CO 2: Students will be able to write age and developmentally appropriate curriculum map and lesson plans for the 7-12 music classroom.

CO 3: Students will be able to create age and developmentally appropriate content-driven student assessment for the 7-12 music classroom.

CO 4: Students will be able to explain & demonstrate the general procedures involved in budgeting, requisitioning, and purchasing art & supplies to school music programs

CO 5: Students will be able to apply for teaching positions

CO 6: Students will be able to demonstrate professional educator dispositions

Course Materials

Required materials

- *Intelligent Music: Teaching Student Guide* ISBN 978-0-977119-0-3
- *Music Curriculum Writing 101 2nd Ed.* Denise Dalgaard ISBN 978-1-60377-0-0
- *Iowa State University Music Education Handbook – an Music Education Program Canvas page*

Optional materials

- *The Ultimate Guide to Creating a Quality Music Assessment Program* by *Paul Kimpton & Devon Hancock*; *QA Publications* ISBN 1-60377-0280-2
- *Maximizing Student Performance: National Core Arts Standards in Secondary Music Ensembles* by *Wendy Barden*; *Kjos Publications*, ISBN: 978084929702
- *Maximizing Student Performance: National Core Arts Standards in General Music* by *Wendy Barden*; *Kjos Publications*, ISBN: 978-0-8497-0617-0

Learning Activities

To successfully complete this course, you will do the following:

- Develop a philosophy of Music Education
- Create a classroom management plan
- Create a standards based curriculum map and unit and assessment plan for a secondary music course
- Create a budget document for a secondary ensemble
- Prepare a teaching resume and cover letter
- Write a research paper and present to class
- Create a digital "This I Believe" presentation

Assessment & Grading

Assessments

Beginning course questions	
Teacher Correspondence	InTASC 10
Online ASA Standards Training	InTASC 4, 7
Online Copyright Training	InTASC 9
Curriculum & Assessment Project	InTASC 4, 5, 6, 7, 8
Budget Project	
Paper/Presentation	InTASC 4, 5, 10
"This I Believe" project	InTASC 8A, 9
Resume & Cover Letter	InTASC 10

Grading Scheme

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades.

Keep in mind that as it is the result of EXCELLENT work, a B is the result of GOOD work, and a C is the result of AVERAGE work

A-"C" or better is required for this course.

Grades will be kept current on Canvas.

The following grading standards will be used in this class:

Table 2. Grading Scheme

Grade	Range
A	93% to 100%
A-	90% to < 93%
B+	87% to < 90%
B	83% to < 87%
B-	80% to < 83%
C+	77% to < 80%
C	73% to < 77%
C-	70% to < 73%
D+	67% to < 70%
D	63% to < 67%
D-	60% to < 63%
F	0% to < 60%

Course Policies

Expectations AP

Students are responsible for living the tenets established in ISU's Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit ISU's Principles of Community website (https://www.sjsuarts.edu/principles-of-community).

Class norms are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of preferences early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements must be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss any concerns with the instructor first, however, students also have a note in the instructor's mailbox.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

Feedback

I will try to return graded assessments with feedback within 7 days of the due/submission date. Personalized feedback will be provided left each assignment. In addition, responses to common questions and unclear content will be covered in class.

Projects/Assignments

The development of writing skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and organic. All assignments are to be completed on time and are **due at the beginning of class on Canvas (unless announced ahead of time).** Additionally, written work is to be typed, double- spaced, correctly cited, and proper essay form. **Late assignments will NOT be accepted unless arranged ahead of time. Unexcused assignments not received on time will be given a zero. Be mindful in handing in your work.**

Class Participation

There will be frequent class activities and discussions that require participation, and you are expected to be prepared. Class preparation and participation will be factored into evaluation. This means completing the required reading and bringing to participating in class every day so that discussions can be as meaningful as possible.

Attendance Policy

Class this semester will be conducted in a primarily face to face model with some online components. If you are ill, you should not come to class or to campus. If you have a situation that merits an accommodation, please contact the University Accessible Services for documentation and assistance.

Communication

You are responsible for the class materials and all assignments. Incompletes will not be given unless you are in a emergency situation and can provide documentation. Announcements will be posted on Canvas. Office hours will be posted but appointments are helpful as there will be times that I have meetings, appointments with other students, or observations with student teachers. If you need to talk to me, I prefer to meet in person. Office appointment will guarantee private, uninterrupted time. Meetings can be scheduled for in-person or online.

Professional Expectations

You are expected to view ourselves as professionals, and therefore, to act as professionals. Just as you will expect your students to attend class regularly and arrive on time, I will expect the same from you. This means that I will arrive, and we will be learning from each other. At this point, you should prepare yourself for the professional world. I would not expect a professional to be late, and therefore, I do not expect you to skip class. Necessary absences and/or health concerns should be communicated, and alternative assignments will be needed.

When observing in the schools, you are expected to dress and act professionally. Cell phones are not allowed in the classroom. Please turn off your cell phone, and do not close gaps, or take food or drink. Be conscious of with teachers, written or verbal, should also maintain a professional demeanor.

ISU Educator Preparation Program Conceptual Framework:

The ISU education preparation program is founded on the belief that the commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and technology are intentionally woven throughout the fabric of this program in order to help today's teachers achieve to their full potential. Additional information about the program can be found at:

- http://www.educator.sjsuarts.edu/accreditation/iowa-state-university-educator-preparation_program-conceptual-framework/

Iowa State University – InTASC Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the disciplin(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaboration problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9B: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Required ISU Syllabus Statement

Free Expression

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom. In order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or expression of their speech as long as student expression in class contributes to germane to the subject matter of the class and conveyed in an appropriate manner.

ISU Syllabus Statements

Academic Dishonesty

The class will follow Iowa State University's policy on academic misconduct (5.3 in the Student Code of Conduct). Students are responsible for adhering to university policy and the expectations in the course syllabus and in classroom and exams, and the following directions given by faculty, instructors, and Testing Center regulations related to examinations, assignments, and papers. Anyone suspected of academic misconduct will be reported to the Office of Student Conduct and Community Standards. Academic misconduct includes: lack of academic integrity and the value of completing academic work honestly can be found in the Iowa State University Academic Integrity Tutorial 7e.

Accessibility Statement

Iowa State University is committed to advancing equity, access, and inclusion for students with disabilities. Promoting these values entails providing reasonable accommodations and services to students with disabilities participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at www.sas.dso.iastate.edu, by email at accessible@iastate.edu, or by phone at 515-294-7220.

Discrimination and Harassment

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to: Office of Equity, 1350 Beardshear Hall, 515-294-7612, Hearing Impaired: (515) 294-1468, Text: 515-294-7612, Hotline: 515-294-1222, email: eo@iastate.edu.

Mental Health and Wellbeing Resources

Iowa State University is committed to proactively facilitating all students' well-being. Resources available on the ISU Student Health and Wellness website (https://www.cyclehealth.iastate.edu)

Prep Week

This class follows the Iowa State University Prep Week policy as noted in section 10.6.4 of the Faculty Handbook.

Religious Accommodation

Iowa State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the University community. In recognition of the University's commitment to with religious observances and practices, if that happens, students may request a reasonable accommodation for religious practices. In all cases, you must put your request in writing. The instructor will review the situation in an effort to provide a reasonable accommodation when possible to do so without fundamentally altering a course. For students, you should discuss the conflict and your requested accommodation with your professor at the earliest opportunity. If you feel your request has been denied, contact the Dean of Students Office at 515-294-1020 or the Office of Equal Opportunity at 515-294-7612.

Contact Information for Academic Issues

If you are experiencing, or have experienced, a problem with any of the above statements, email academicissues@iastate.edu.

Important note to faculty: The email address for contact information is monitored and answered through the Office of the Senior Vice President and Provost.

Disclaimer: The information in this syllabus is subject to change in extenuating circumstances. Changes to the course syllabus will be provided in writing and announced via course wide announcements.

Course Summary:

Date	Details	Due
Thu Aug 24, 2023	Question Set 1	due by 10pm
Thu Aug 24, 2023	Question Set 2	due by 10pm
Tue Sep 5, 2023	Reflection-Philosophy	due by 10pm
Tue Sep 12, 2023	Question Set #3	due by 10pm
Tue Sep 14, 2023	Question Set #4	due by 10pm
Tue Sep 19, 2023	ASA Standards Training	due by 10pm
Tue Sep 26, 2023	Curriculum Assignment #1 of 2	due by 10pm
Tue Oct 10, 2023	Curriculum #1/3	due by 10pm
Tue Oct 17, 2023	Curriculum 2/3	due by 10pm
Tue Oct 24, 2023	Assessment	due by 10pm
Tue Nov 28, 2023	Budget & Purchasing	due by 10pm
Tue Dec 12, 2023	Copyright Training - online	due by 10pm
Wed Dec 13, 2023	Final Exam	due by 5pm
	Article Presentation	