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**Upbeat! Mindset, Mindfulness, and Leadership in Music Education and Beyond  
Spring 2023**

**Course Code: 7143**

**Matthew R. Arau, DMA**

**February 13-May 7, 2023**

[marau@vandercook.edu](mailto:marau@vandercook.edu)

[matthew@upbeatglobal.com](mailto:matthew@upbeatglobal.com)

**970.214.4018 mobile**

[www.upbeatglobal.com](http://www.upbeatglobal.com)

This course is a practical, reflective, and community-building book study of *Upbeat! Mindset, Mindfulness, and Leadership in Music Education and Beyond* (GIA Publications) with the author Dr. Matthew Arau. Educators will have the opportunity to engage with meaningful topics that can elevate their quality of life and personal fulfillment while raising the wellbeing and success of their students through creating a compassionate and inclusive culture. Divided into three parts—Ignite, Inspire, and Lead—*Upbeat!* takes readers on a journey from internal self-reflection to outward expressions of leadership, with chapters addressing such topics as:

- Mindfulness
- Self-care for mental and physical wellness
- The transformative power of positivity and gratitude
- Growth mindset in the classroom
- Mindful breathing and listening in an ensemble setting
- Fostering an inclusive culture of excellence and connection
- The essential qualities of an effective leader
- How to develop a thriving student leadership program

The course will consist of reading, discussions, meditation, virtual chat sessions, supplemental material, and practical projects to work for your personal life and for the students and classes that you teach. Developing a personal mindfulness, mindset, and wellness plan, applying the strategies in the book in your classroom, and reflecting on the book's journal questions will ensure that *Upbeat!* goes beyond just being a book that you read and positively transforms how you live, lead, and teach.

**Note:**

Non-music educators are also invited and welcome to register for this course. This course is open to everyone. There are no pre-requisites.

**Required Text:**

*Upbeat! Mindset, Mindfulness, and Leadership in Music Education and Beyond* by Matthew Arau (Available through GIA Publications at [www.upbeatglobal.com/book](http://www.upbeatglobal.com/book) or through Amazon. Also as a Kindle e-book on Amazon)

## MECA Course Syllabus

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Supplemental readings, web links, or videos will be provided by the instructor.

*This Syllabus is subject to change upon notification to the students in a regular class session.*

### Course Learning Objectives

Students should learn and be able to demonstrate:

- Demonstrate an understanding and be able to implement elements of mindset, mindfulness, wellness, and self-care into your own life. (PERSONAL ACTION PLAN, DISCUSSION POSTS & FINAL REFLECTIVE PAPER)
- Demonstrate an understanding and be able to implement elements of mindset, mindfulness, and intentional culture creation into your classroom. (CLASSROOM ACTION PLAN, DISCUSSION POSTS & FINAL REFLECTIVE PAPER)
- Demonstrate an understanding and be able to implement principles, elements, and action steps into developing student leaders in your classroom. (LEADERSHIP ACTION PLAN, DISCUSSION POSTS & FINAL REFLECTIVE PAPER)

### Course Requirements

- Weekly participation in online group message board reflections (public) = 30%
  - Every student is to respond to the public discussion on a particular topic. Students are to actively respond and engage with classmates' posts. I will not mandate a certain number of posts, but please be as active as possible in this virtual discussion. Submit your original post by Thursday at 11:59 pm. Please have your responses submitted online by Sunday at 11:59 pm of the week posted.
- 3 Action Plans = 30% (10% each)
  - Author 3 Action Plans at the end of each part of the book.
- Attend a minimum of 4 out of 7 online Zoom Class sessions. (If you have to miss a class, watch the recording of any online class sessions and submit to Dr. Arau a reflection/summary within five days of the class) = 25%.  
Dates for Zoom classes are the following Sundays, 6:00-7:00 pm Central Time:  
September 25, October 2, October 16, October 30, November 13, December 4.
- Exit Assessment = 15%
  - Write a BRIEF reflection of the course (no more than 3-5 pages double spaced). Included with the reflection should be a brief outline of the concepts you found most relevant and a discussion on how this material will be implemented in your personal life, classroom, and beyond. Draw from your three Intention and Action Plan Assignments plans, readings, viewings, discussion posts, and Zoom Class sessions, plus experiences outside of this course. What do you foresee as your next steps to integrate what you have experienced and learned in this class? **SUBMIT ON SCHOLOGY. ALTERNATE ASSIGNMENTS WILL BE CONSIDERED. PROPOSE IN A PERSONAL MESSAGE THROUGH SCHOLOGY or email marau@vandercook.edu.** – submit to Schoology by 11:59 pm on Sunday, December 11<sup>th</sup>.

Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

**Discussion Posts:**

For Discussion posts each week, every student is to respond to the public discussion on a particular topic. Students are to actively engage and question each other. I will not mandate a certain number of posts, but please be as active as possible in this virtual discussion. Do your best to have your initial post made by Thursday at 11:59 pm so that you can engage with other posts and the students can interact with your post. Please have your responses to classmates submitted online 11:59 pm on Sunday night of the week posted.

## **COURSE CALENDAR**

### **PART 1: IGNITE!**

Week 1

- February 13-19
- READ:
  - *Upbeat!* Prelude, Introduction, and Chapter 1 – Choosing Your Upbeat
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates in Schoology
  - Application and Journal Questions at the of the chapter
  - Morning or evening mindfulness/meditation practice
- **GROUP ONLINE ZOOM CLASS #1: 2/19, 6:00-7:00 pm Central Time**

Week 2

- February 20-26
- READ
  - *Upbeat!* Chapter 2 – The Power of G.E.T.
  - Supplemental video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
- **GROUP ONLINE ZOOM CLASS #2: 2/26, 6:00-7:00pm Central Time**

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### Week 3

- February 27-March 5
- READ
  - *Upbeat!* Chapter 3 – Supercharge Your Morning: The Upbeat to Your Day
  - Supplemental material
- ASSIGNMENTS
  - Discussion post and response to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice

### Week 4

- March 6-12
- READ
  - *Upbeat!* Chapter 4 – Sustain Your Upbeat All Day
- ASSIGNMENTS
  - Discussion post and response to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
  - **Personal Mindfulness, Mindset, and Wellness Intention and Action Plan integrating the first 4 chapters of *Upbeat!*** – submit to Schoology by 11:59 pm on Sunday, March 12th.
- **GROUP ONLINE ZOOM CLASS #3: 2/12, 6:00-7:00pm Central Time**

## **PART 2: INSPIRE!**

### Week 5

- March 13-19
- READ
  - *Upbeat!* Chapter 5 – Upbeat Mindset
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice

### Week 6

- March 20-26
- READ
  - *Upbeat!* Chapter 6 – Mindfulness in the Classroom
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter

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- Morning or evening mindfulness/meditation practice
- **GROUP ONLINE ZOOM CLASS #4: 3/26, 6:00-7:00pm Central Time**

### Week 7

- March 27-April 2
- READ:
  - *Upbeat!* Chapter 7– Creating an Upbeat Culture
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
  - **Classroom Mindset, Mindfulness and Culture Intention and Action Plan integrating chapters 5-7 of *Upbeat!*** – submit to Schoology by 11:59 pm on Sunday, April 2nd.

## **PART 3: LEAD!**

### Week 8

- April 3-9
- READ:
  - *Upbeat!* Chapter 8 – Upbeat Leadership
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
- **GROUP ONLINE ZOOM CLASS #5: 4/9, 6:00-7:00 pm Central Time**

### Week 9

- April 10-16
- READ:
  - *Upbeat!* Chapter 9 – The 4 C’s of Upbeat Leadership: Character
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice

### Week 10

- April 17-23
- READ:
  - *Upbeat!* Chapter 10 – The 4 C’s of Upbeat Leadership: Competence
  - Supplemental reading and video

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- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice

### Week 11

- April 24-30
- READ:
  - *Upbeat!* Chapter 11 – The 4 C’s of Upbeat Leadership: Connection
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
- **GROUP ONLINE ZOOM CLASS #6: 4/30, 6:00-7:00 pm Central Time**

### Week 12

- May 1-7
- READ:
  - *Upbeat!* Chapter 12 – The 4 C’s of Upbeat Leadership: Clarity AND Coda
  - Supplemental reading and video
- ASSIGNMENTS
  - Discussion post and responses to classmates
  - Application and Journal Questions at the end of the chapter
  - Morning or evening mindfulness/meditation practice
  - **Classroom Student Leadership Action Plan integrating chapters 8-12 of *Upbeat!*** – submit to Schoology by 11:59 pm on Sunday, May 7th.
- EXIT ASSESSMENT (Reflective Paper)
  - Write a BRIEF reflection of the course (no more than 3-5 pages double spaced). Included with the reflection should be a brief outline of the concepts you found most relevant and a discussion on how this material will be implemented in your personal life, classroom, and beyond. Draw from your three Intention and Action Plan Assignments plans, readings, viewings, discussion posts, and Zoom Class sessions, plus experiences outside of this course. What do you foresee as your next steps to integrate what you have experienced and learned in this class? **SUBMIT ON SCHOOLGY. ALTERNATE ASSIGNMENTS WILL BE CONSIDERED. PROPOSE IN A PERSONAL MESSAGE THROUGH SCHOOLGY or email marau@vandercook.edu.** – submit to Schoology by 11:59 pm on Sunday, May 7th.

### **Recommended Texts for independent reading during or after this class:**

*Broadcasting Happiness: The Science of Igniting and Sustaining Positive Change* by Michelle Gielan (BenBella Books)

*The Culture Code: The Secrets of Highly Successful Groups* by Daniel Coyle (Bantam Books)

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*Dare to Lead: Brave Work. Tough Conversations. Whole Hearts* by Brené Brown (Random House)

*Deep Kindness* by Houston Kraft (Tiller Press)

*Mindfulness for Beginners: Reclaiming the Present Moment--and Your Life* by Jon Kabat-Zinn (Sounds True)

*Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom* by Patricia A. Jennings (W. W. Norton)

*Mindset: The New Psychology of Success* by Carol Dweck (Random House)

*Peace is Every Step: The Path of Mindfulness in Everyday Life* by Thich Nhat Hanh (Bantam Book)

*Permission to Feel* by Marc Brackett (Celadon Books)

*The Power of a Positive Team: Proven Principles and Practice that Make Great Teams Great* by Jon Gordon (John Wiley & Sons)

### Attendance and Conduct

As this is an online course, timely completion of both elements of online engagement will justify attendance. All students must also virtually attend at the online chat sessions.

Professionalism is expected at all times in the online message boards. As the material covered in this book study can be personal and sensitive, please approach your contributions accordingly. Everything posted in the message boards should be considered public. If you would like to receive feedback or communicate privately, please contact me directly.

### MECA courses and ISBE Standards

MECA courses, by their very nature and design, address the ISBE Music Content and Professional Teaching Standards throughout the course content. Music technology courses also incorporate the ISBE Technology Standards.

### VanderCook Candidate Outcomes Addressed

The outcomes that the College strives to develop in its teacher candidates were derived from the institution's Conceptual Framework and are expressed in its core dispositions. This course addresses the following Candidate Outcomes:

1. Academic ability and diligence leading to a lifetime of learning
2. Skill in the process of teaching
3. Self-discipline and persistence
4. Interpersonal and intrapersonal skills
5. Good citizenship and personal integrity
6. Building pragmatic links with educational programs in diverse communities
7. Professionalism in action word, and appearance

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### Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.

### Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.

### Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course, it is the responsibility of that student to notify the instructor at the beginning of the course.