

Graduate Course Number: 7263

Course Title: Rebuilding your Middle and Early High School Choir Program

Days/Times of Online/Zoom Meetings:

June 5, 6-8pm (Central Tme) Dan Andersen  
June 12, 6-8pm (Central Time) Greg Gilpin  
June 19, 6-8pm (Central Time) Cristi Cary Miller  
June 26, 6-8pm (Central Time) Tim Seelig  
July 3 HOLIDAY  
July 10, 6-8pm (Central Time) Maria A. Ellis  
July 17, 6-8pm (Central Time) Cindy Johnson  
July 24, 6-8pm (Central Time) Victor Johnson  
July 31, 6-8pm (Central Time) Valerie Lippoldt Mack

Number of Credits for the course: 3 graduate credits

Instructor with phone number, email address, and office hours:

Greg Gilpin (organizing instructor)  
greggilpin@sbcglobal.net

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: Each student will attend a 2 hour class with each instructor. Active listening and engagement with instructors via Zoom. Each instructor will give an assignment at the end of the 2 hour class that must be turned in before the next week’s class. Assignments will vary with each instructor but will be work that the teacher can use in his/her own classroom or rehearsal.

Course Description: This eight-week course is designed to inspire and give music educators practical tools to help rebuild their choral program, retain active students and recruit new ones. Each week, an experienced and nationally recognized music educator, author, or composer will present and work with the class giving one assignment each week that the student will be able to use or modify for their own classroom or rehearsal use. Instructors are Dan Andersen, Maria A. Ellis, Greg Gilpin, Cindy Johnson, Victor Johnson, Valerie Lippoldt Mack, Cristi Cary Miller and Timothy Seelig.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to create and apply activities as well as learn teaching skills for the following outcomes: Retainment of Existing Students, Rebuilding a Choral Program, and Recruitment of New Students.</p>	<p>Each assessment will apply to that week of instruction and instructor. Each assessment will be written information that the student can take back to their own classroom and use immediately. Each assignment will involve outcomes listed and applying what is learned in the 2 hour class.</p>

Program-Level Outcomes Addressed:

*Strength and Character*

Students will discuss a variety of teaching methods and educational approaches, taking into account varying needs and abilities of their students.

**Strength in Character**

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment: <<Course Requirements and Assessment: Use this area to list or describe course assignments, performances, exams, projects, etc. Anything that indicates or demonstrates that course objectives have been achieved and that factor into the grade. Please do not add last minutes or unexpected but significant work at the end of the course that are not reflected in this syllabus. Indicate what factors will impact the grade and the weight: Attendance? Participations? Projects, tests, activities, performance? You should include points or percentage of grade value for each assignment. Please be specific. Note for courses containing masters and certification students taking the 500-level music or methods course: be specific about additional assignments for masters and certification students. What makes this course graduate-level and, therefore, more comparable to the summer equivalent of this course?>>

Grading Breakdown: Each assignment will be graded on detail of information and if easily applicable in recruitment, rebuilding and retaining.

90-100: A  
80-89: B  
70-79: C  
60-69: D  
0-59: F

Instructional Materials: Currently, no materials are needed. However, an assignment may include reading of an on-line source.

Course Bibliography: N/A

Course Calendar or Schedule:

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Attendance Policy: Students must attend live event or watch recorded class if not available. Class is designed for participation and discussion.

Candidate Conduct

***“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the***

***academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”***

### Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

### 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.”