

Graduate Course Number: 7343 and 542 for MMed students

Course Title: Sharpening Your Organizational Skills to Increase Classroom Productivity

Days/Times of Online/Zoom Meetings:

June 5-July 28, This course is mostly asynchronous with 8 live chat sessions that are required to attend. Zoom Chat Sessions are Mondays from 4:00pm-5:00pm central

Asynchronous Courses: Asynchronous courses are designed for music educators whose time zones or teaching schedules do not allow them to attend classes synchronously. Through the use of pre-recorded lectures, independent research and writing projects, online discussion forums, watching online videos, and taking quizzes, the workload expectations are equivalent to the rigor that would normally be offered in an on-site, 15-week semester class.

Number of Credits for the course: 3 graduate credits or 2 graduate credits*

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

Guy McKinney, 956-455-1390; wmckinney@vandercook.edu

Office hours are available via Zoom, 4-5 p.m. (CST) on Wednesdays and by appointment.

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

****Students enrolled in the MMed degree program at VanderCook may register for this course at the 500-level through the student portal. Please contact Dean Sinclair at rsinclair@vandercook.edu if academic advising is needed.**

Student Engagement Statement:

Each hour of credit implies a 50-minute class period plus 2 hours of outside the class preparation or its equivalent. Students will be asked to design learning units that will require additional time. Since this course is online, the assignments, readings, and discussion post expectations are designed to stay within these specifications.

Course Description:

Discover strategies to sharpen your organizational skills in order for you to do the work of teaching your musical group more efficiently. This course covers essential skills that are needed outside the classroom in order to "get things done" in an efficient manner. Topics include planning, setting goals, developing relationships with stakeholders, understanding your budget processes, recruiting and marketing your program, traveling with your group, and more responsibilities as you become a fine arts department or head director. Designed to be practical to your situation, students will participate in a weekly group discussion, complete answers to topic questions, submit examples needed for your current situation, and develop plans for future growth.

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● <i>Distinguish core principles of effective organization.</i> ● <i>Inspect current practices on organization and question their authenticity.</i> ● <i>Evaluate and conclude on the best practices for their situation.</i> ● <i>Develop ideas and strategies for program development.</i> 	<p><i>Assessments:</i></p> <ul style="list-style-type: none"> ● <i>Students will complete readings and discussions based upon those readings in our Zoom meetings and discussion posts in Schoology.</i> ● <i>Students will submit written assignments to Schoology.</i> ● <i>Students will develop an e-portfolio/notebook of topics presented in class.</i> ● <i>Students will develop a final project based on their situation.</i>

Program-Level Outcomes Addressed:

Professionalism in Teaching

Candidates will participate in group and character-building activities by working alone and with others to explore personal strengths, weaknesses, opportunities, and threats to personal and professional growth. Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

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:

The typical work-flow for each unit will include provided reading materials, guided questions for discussion, and compiling all assignments. Students will choose one of six topics for their final project.

1. Create a Checklist for the school year of activities and what is needed to complete each event.
2. Create a Curriculum Guide for your ensemble.
3. Create a 5 Year Plan for your department.
4. Create Recruiting Materials for your group(s).
5. Create a PowerPoint presentation and supporting materials for your upcoming trip.
6. Create a Department Handbook for your Department.

Grading Breakdown:

Discussions 25% + Assignments 25% + Final Project 50%= 100% final grade

Instructional Materials:

- All reading material will be provided to participants via Schoology modules
- All participants need to have a Google account where they can utilize google Docs, Slides, and Sheets

Course Bibliography: N/A

Course Calendar or Schedule:

June 5:	Introduction
June 12:	Administrative Planning
June 19:	Developing/Reviewing your Curriculum/Goals
June 26:	Budget
July 3:	Recruiting/Marketing/Advocacy
July 10:	Travel
July 17:	Fine Arts Director/Head Director
July 24:	Rehearsal Preparation

Attendance Policy:

This course is mostly asynchronous with 8 live chat sessions that are required to attend. (They will be recorded and available). Students are expected to meet course deadlines and submit work on or before the listed due dates. In some instances, with instructor approval, students may turn in work after the due date without penalty. Work that is submitted late, is subject to a 50% reduction deduction in points. Students are expected to attend all live video sessions with their cameras ON, using Zoom Software.

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.”