

University of Florida  
School of Music

# Music in Higher Education

**MUS 6385 (3 credit hours)**

Spring 2026  
Wednesday Periods 9 - 11  
4:05 pm – 7:05 pm  
MUB 145

Professor: Dr. Elizabeth Schultz

Email: [schultz.e@ufl.edu](mailto:schultz.e@ufl.edu)

Office: MUB 331

Office Hours: W 2 – 3 pm, or by appointment

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## **Course Description**

Various aspects and programs of music in higher education for persons who intend to teach in or administer departments of music.

## **Course Objectives**

Through full participation in this course, students should be able to achieve the following objectives:

- Describe institutional types and administrative structures of colleges and universities.
- Describe types of music schools and their roles in institutions of higher education.
- Discuss the life cycle of a collegiate music career: acquiring a position, beginning a position, pre-tenure years, senior faculty years, and retirement.
- Reflect and discuss current issues in higher education.
- Develop and discuss application materials and supplemental materials for a position in higher education (including but not limited to a cover letter, CV, teaching philosophy).
- Create a professional website.
- Discuss effective approaches to teaching music classes in a collegiate setting.
- Present a teaching demonstration or equivalent collegiate music teaching experience.

- Create a syllabus or other equivalent materials to execute a semester- or multi-year collegiate music teaching experience.
- Discuss and create an assessment plan and/or assessment instrument for a specific collegiate music teaching setting.

## **Textbooks**

### **REQUIRED**

Lovett, M. C., Bridges, M. W., DePietro, M., Ambrose, S. A., & Norman, M. K., (2023). *How learning works: 8 research-based principles for smart teaching* (2<sup>nd</sup> ed.). Jossey-Bass.

Conway, C. M. (2020). *Teaching music in higher education* (2<sup>nd</sup> ed.). Oxford University Press.

### **RECOMMENDED FOR DMA**

Beeching, A. M. (2020). *Beyond talent: Creating a successful career in music* (3<sup>rd</sup> ed.). Oxford University Press.

### **RECOMMENDED FOR Ph.D.**

Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph.D. into a job*. Crown.

### **ADDITIONAL TEXTS OR RESOURCES**

- Other online and reference reading materials will be provided through Canvas

## **Required Technology Capabilities**

Throughout the semester, we will be using Canvas, Microsoft Word, Zoom, and other technology required for writing, recording, and creating an online website. To use these resources successfully, you will need to have a computer. The Microsoft suite is available for you to use for free as a student through [UF Information Technology](#).

## **Attendance**

Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction between you, your peers in class, and your instructors. As a part of this belief, class

attendance is regarded as an essential part of the “contract” between you and the University of Florida. Therefore, you are expected to attend all classes for which you are registered. If you know that you will be absent from class for any reason, you should speak with Dr. Schultz before your absence.

## **Make-Up Work Policy**

Students are expected to submit all coursework on time. However, if an extension is needed, clear communication must occur **before** the date listed in Canvas or the syllabus. Without communicating with your instructor before submitting, late work will not be graded two weeks beyond a posted deadline.

## **Communication**

Please use your UF email for all communication. If you are experiencing an emergency, please reach out at your earliest convenience.

All communication is expected to be professional and courteous. Please begin your email with a greeting and sign your name at the conclusion of the message. If you send an email to me during the week (M-F), you can expect a reply within 24 hours (barring any extenuating circumstances). I will not reply to emails on weekends.

## **Cell Phone & Technology Usage Policy**

All mobile, laptop, or other smart devices are to be used for class-related purposes. Please turn off ringers and alarms during class. You should not be texting, surfing the web, listening to personal music, or using apps in class without communicating with your instructor.

I understand that some of you may be using AI to complete some parts of your assignments, but it is expected that any work you submit is not to be created beyond the planning stages using AI. If you have any questions or are unclear about what tasks can be completed using AI, please reach out to your instructor. Your AI usage should be a starting point or outline rather than the completed product.

## **Students Requesting Accommodations Due to Disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

## **Academic Honor Policy**

Students are expected to do their own work, use their own words, and provide proper citations when using outside sources. Failure to uphold the standards of academic honesty will result in the appropriate disciplinary action.

It is expected that you are not using Generative AI to complete any substantial portion of a written assignment or any of an audio assignment. Unless you are given permission to use AI to complete an assignment, you should not be using AI.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor in this class.

## **Course Evaluation**

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Thank you for serving as a partner in this important effort.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

## Assignments

All assignments are due at the start of class time unless otherwise noted. Assignment extension requests should be sent PRIOR to the start of class. If you need an extension, I will do my best to accommodate any reasonable extension request. Without an extension request, late work will not be accepted beyond 14 days from the initial due date.

Assignment	Weight of Assignments
Cover Letter & CV	10%
Professional Website	10%
Assessment of Student Learning	10%
Syllabus or Studio Materials	15%
Additional Assignments	15%
Teaching Demonstration or Job Presentation	15%
Reading Discussion Leader	10%
Digital Job Search Portfolio	15%

**Cover Letter & CV:** Develop a Curriculum Vitae and cover letter for an open position in your area of interest. Utilize best practices discussed in readings, class discussions, and professional resources. Additional details and examples of what you will be expected to do can be found in Canvas.

**Professional Website:** Create a professional website to support you with your job search using a free and/or paid platform. Utilize best practices discussed in readings, class discussions, and other found professional resources. Additional details and examples of what you will be expected to do can be found in Canvas.

**Assessment of Student Learning:** Develop a cognitive and/or skills-based assessment instrument for a class, jury performance, recital, or other significant undergraduate or graduate student experience in a music course. Additional details and examples of what you will be expected to do can be found in Canvas.

**Syllabus or Studio Materials:** Create either a syllabus for a music course or create a scaffolded studio syllabus with example skills, repertoire, and expectations for undergraduate and/or graduate study. Additional details and examples of what you will be expected to do can be found in Canvas.

**Additional Assignments:** Throughout this course, you will submit a number of assignments that allow you demonstrate what it means to be a faculty member. Examples of these assignments are: reflecting on current events in higher education, finding resources or materials in your area of specialization, reflecting on current trends in your area of specialization, creating position interview preparation materials, and

creating assignments for undergraduate and/or graduate courses that synthesize course readings and discussions. Additional details and examples of what you will be expected to do can be found in Canvas.

**Teaching Demonstration or Job Presentation:** As a part of most interviews, universities will expect you to teach an undergraduate or graduate course, give a research presentation, teach a masterclass, or give some other brief demonstration of the skills you have in your area of specialization. Utilize best practices discussed in readings, class discussions, and other found professional resources to teach or present a brief demonstration as you would for a job interview. Additional details and examples of what you will be expected to do can be found in Canvas.

**Reading Discussion Leader:** You will be assigned a chapter or chapters to read, reflect upon, and then create a practical application of what you read for undergraduate and/or graduate students in a class, lesson, or other music course. As discussion leader, you will discuss what you created, why you created it, and how it connects to what you read. Additional details and examples of what you will be expected to do can be found in Canvas.

**Digital Job Search Portfolio:** Over the course of the semester, you will create several items that you would share with potential employers as well as materials to help you find and apply for positions in higher education. This assignment will serve as a way for you to practice creating these materials for different types of positions as well as tracking positions you have and/or plan to apply for in higher education. Additional details and examples of what you will be expected to do can be found in Canvas.

## **Grading Scale**

<b>Numerical Grade</b>	<b>Letter Grade</b>
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

## COURSE CALENDAR

The course schedule both here and due dates in Canvas and should be consulted on a regular basis, as it will reflect any changes in content.

Date	Topic
January 14	Class Introduction and Overview; Institution Types and Administrative Structures; and Getting Acclimated to Working in Higher Education
January 21	Preparing Application Materials; Creating a Professional Website
January 28	Applying for Positions; Search Committees; Interviews and Teaching Demonstrations
February 4	Job Offers, Negotiations, and Getting Started in Higher Education
February 11	Designing Music Courses
February 18	Assessment in Higher Education
February 25	Guest: <a href="#"><u>Dr. Colleen Conway</u></a> (University of Michigan)
March 4	Understanding Learners; Developing a Syllabus
March 11	Instructional Strategies
March 18	NO CLASS – SPRING BREAK
March 25	Technology in Higher Education
April 1	Self-Directed Learners; Pedagogy vs. Andragogy Guest: <a href="#"><u>Dr. Mukasa Wafula</u></a> (Technical University of Kenya)
April 8	Navigating a Career
April 15	Teaching Demonstrations
April 22	Lifelong Professional Growth; NASM

\*\*This syllabus is a guide and may be adjusted if needed during the semester\*\*