



University of Central Florida
MUE 2040-0001 ~ Introduction to Music Education
 Dr. Kelly A. Miller, Instructor

Course Syllabus ~ Fall 2020	
Time/Location	Class meets on Mon/Wed/Fri from 10:30-11:20 in CB2 0106
Office Hours:	M/W – 9:15-10:15; T/Th – 1:00-2:30; or by appointment
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Catalog Description

This three-credit course is an orientation to the field of music education. Introduction to music education covers philosophy, history, and current practice and trends. Observation in schools required. PR: None.

Purpose of Course

Welcome future music teachers! MUE 2040 is designed to view a profession that can reward and fundamentally challenge you, both here at UCF and for the rest of your life. In this class, we will explore together:

- The profession of music education through the lens of a teacher as well as student
- Our unique musical experiences and personality traits
- Traits of successful leaders and teachers
- The professional characteristics, expectations, sensitivity, and interpersonal skills required of music educators
- Why music is important, valuable, and meaningful
- The music educator roles of creating a positive learning environment, planning, teaching, assessing, reflecting and managing
- The current landscape of music education, climate, and trends
- The joys and challenges of teaching
- The journey toward our own philosophies of music education

Student Learning Outcomes (Objectives)

At the conclusion of this course, students should be able to:

- Understand the attributes of a music teacher, assess their own personal attributes, and draw relationships between the two
- Understand the content and skill-based knowledge of a music teacher, assess their own personal content and skill-based knowledge, and draw relationships between the two
- Describe the properties of a safe learning environment and understand the expectations, procedures, and communication skills necessary to facilitate such an environment
- Collect information, organize thoughts, and make sense of interactions between music teachers and students when observing music classrooms
- Demonstrate awareness, sensitivity, and respect toward diverse and varied student populations.
- Clearly and expressively communicate thoughts and ideas through written language

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than Friday of the first week. Failure to do so will result in a delay

in the disbursement of your financial aid. The academic activity is attendance and participation at the first two classes.

Required Text

Raiber, Michael and Teachout, David. (2014). *The Journey from Music Student to Teacher*. New York: Routledge.

Recommended:

Mark, M., & Madura, P. (2010). *Music education in your hands: An introduction for future teachers*. New York: Routledge.

Collegiate membership to NAFME, called CNAfME: www.nafme.org/
Includes one-year subscription to *Music Educators Journal* and *Teaching Music*

Attendance, Punctuality, and Participation

Students are expected to attend all classes. Your presence at each class enriches our collective learning experience. With the awareness that illness and emergencies can occur, students are allotted two absences without academic penalty. For each absence beyond two, each additional absence will result in a final semester participation grade being lowered by twenty-five points. Three tardies equal one absence. In cases where extended absences may be required (severe injury, grave emergencies, or death in immediate family), please contact me so that we can make arrangements.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Arrive to class prepared and willing to contribute your ideas and opinions to the discussion. Thirty percent of your course grade is determined by your participation. This includes small and large group discussion, the teaching of your 'how-to' lesson, the preparation of reading assignments, and in-class assignments.

Grading

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book function of Webcourses.

Class discussion/guided questions assignments (175pts)	35%
Written Assignments (75pts/25pts each)	15% (5% per assignment)
15 Observation hours:	
15 informal reflections using Observation Form (75/5pts each)	15%
Three typed, formal reflections (75/25 points each)	15% (5% per reflection)
Micro-teach Lesson and Reflection (50pts)	10%
Philosophy of Education (25pts)	5%
Final Project (25pts)	5%

Guidelines/rubrics for written assignments will be provided in class.

Grading Scale Interpretation

93-100	A	Excellent, exceeds average understanding as evidenced in course work and goes well beyond the basics.
90-92	A-	Excellent, exceeds average understanding as evidenced in course work.
87-89	B+	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts beyond that level.

83-86	B	Above average, fully meets average understanding as evidenced in course work and fully understands the basics and can deal with concepts somewhat beyond that level.
80-82	B-	Above average, fully meets average understanding as evidenced in course work.
77-79	C+	Average, meets minimum expectations and satisfies course requirements.
73-76	C	Average, meets minimum expectations and satisfies course requirements.
70-72	C-	Average, meets minimum expectations, but does not satisfy all course requirements.
67-69	D+	Below average, meets many minimum expectations and satisfies all or most course requirements.
63-66	D	Below average, meets many minimum expectations and satisfies all or most course requirements.
60-62	D-	Below average, meets many minimum expectations and satisfies all or most course requirements.
0-59	F	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

Electronic Devices

You are responsible for your own learning, but you also contribute to the learning experiences of those around you. Please be considerate of others. Any use of computers, cellphones, electronic tablets, or other digital devices during class should support our course objectives. If you are unsure what this means, please contact me.

Assignments

All assignments are due on the assigned date. Assignments received later than the due date will be dropped by one letter grade for each day the assignment is late. **Assignments more than one week late will not be accepted.** All written assignments should be typed (word processed), printed (DO NOT turn in an electronic copy unless instructed to do so.), double-spaced, and in a twelve-point font. Please include your name at the top of each page of any written assignment.

Writing Center

All students can benefit from talking with engaged, interested readers about their writing. UCF students are eligible for assistance at the UCF Writing Center located in Colbourn Hall with trained peer consultants who can help students improve their writing and gain additional writing skills. For more information, visit: <http://uwc.ucf.edu/>

Written Assignment #1 – Personal Timeline & Narrative

Timeline: Create a personal timeline. Indicate significant musical or personal events in your life that contributed toward your development as a musician and influenced your decision to become a music educator. Exact years are not necessary, but may be included if you like. You may create the timeline digitally or by hand, but either way, you must bring a hard copy of your timeline with you to class. Include as much or as little in your timeline as you feel comfortable sharing with the class.

Narrative: Write a 2-3 page personal narrative of your background in music education. Using rich and descriptive language, tell the story of your experiences with music teachers, performances, and learning about music. This paper will not be shared with the class, and is your opportunity to share in greater depth regarding your journey toward becoming a musician.

*****All papers should be double-spaced in 12-point font with your name in the upper right corner.*****

Written Assignment #2 – Who am I? Analyzing ‘self’

Write a 2-3 pg. narrative exploring your personal strengths and weaknesses as you perceive they relate to your ability to teach others. Include personality characteristics, musical or teaching preparation you have

experienced, or any other factors you feel may impact your ability to lead others. Include thoughts on how you might improve areas of weakness, and thoughts on how you will enhance your strengths.

Written Assignment #3 – Remembering

This assignment is designed to encourage reflection on your personal experiences as a K-12 student. In a 2-3 pg. paper, describe in rich detail both of the following:

- 1) A positive learning experience you had as a K-12 student (musical or non-musical). Reflect on what made this a pleasant experience and how you felt at the time. Describe the teacher's involvement in the experience (if any) and how the experience impacted you.
- 2) A negative learning experience you had as a K-12 student (musical or non-musical). Reflect on what made this an unpleasant experience and how you felt at the time. Describe the teacher's involvement (if any) and how the experience impacted you.

Micro-Teach ('How-to' lesson) & Brief Reflection

Micro-Teach: All students will teach one 5-7 minute 'how-to' lesson. This is literally as it sounds. Spend no less than five, and no more than seven minutes teaching us how to do anything! This can be simple, musical, non-musical, humorous, something of which we've never heard, or something familiar to us. The choice is up to you! If your lesson requires materials, please be sure to bring enough for the entire class. While teaching, be a 'noticer': How do you feel? What are you thinking? How is the class responding?

Professional Dress: On the day of your Micro-Teach, you are required to dress professionally.

Lesson Plan: For your Micro-Teach lesson, provide Dr. Miller with a typed lesson plan that includes a Behavioral Objective, Process, Assessment, and Accommodations.

Reflection: After teaching, write a very brief reflection (no more than 1 page) on your teaching experience: how it felt, what you thought went well, anything you might do differently, and what you learned from the experience.

NOTE: Micro-teach times will be scheduled the second class meeting. Micro-teach reflections are due the class following your 'how-to' lesson.

Classroom Observations

Each student will observe and log a total of **fifteen hours**, as required by the State of Florida, in a K-12 music classroom. Due to Covid, an "Observation Band" will be provided on Webcourses, so no student has to go into a brick and mortar school. However, read the following so you are aware and familiar with past procedures. Remember, this is a state requirement.

For districts allowing F2F observations, here is an example: first, you must fill out an ADDITIONS volunteer form for Orange County Public Schools (similar online forms exist for all Florida counties); it can be found online. Next, you will contact the teacher that you would like to observe, asking permission. Your emails must be professional (You are ASKING if you can observe their classroom, NOT telling them what works best in your schedule), using complete sentences, proper greetings, and a professional closing. You are expected to check in with the main office (take photo ID) and arrive ten minutes prior to the start of the class you are observing. Please dress professionally when visiting the schools (no sweatpants, jeans, inappropriate t-shirts, flip-flops, or revealing/distracting clothing). Introduce yourself to the teacher, and thank them for opening their class to you. Observations cannot be made up.

Observation Responsibilities

- 1) If observations are F2F, track all of your observation hours with cooperating teacher signatures on the form provided in Webcourses, under 'Files'.
- 2) Specific criteria for what to observe will be discussed in advance and provided in the Classroom Observation Form found in Webcourses, under 'Files'.
- 3) For each observation, record your thoughts and experiences as they relate to the criteria we discuss in class using the Classroom Observation Form found in Webcourses, under 'Files'. Twelve hours can be hand-written directly onto the Observation Form or as informal notes. Three hours of observation (from three different classes) must be typed, one-two page reflections. These three reflections are to be typed as a Word document, using a 12-point font and double-spaced. All observations may be used later when applying for the Professional Program.

Final Project [May be submitted electronically or in hard copy]

This is a written assignment, 5-7 pages, exploring your experience in this course. Using the tools for critical reflection we have practiced in class, conduct an internal inquiry. Explore how your past experiences, personal reactions and feelings may have shaped your experience this semester. Use the following questions to guide your writing:

- What past experiences determined how you approached class experiences such as observations, case studies, and class discussion?
- How will past experiences and experiences from class impact future experiences for you in music or music education?
- What do you still want to learn about becoming a music teacher?
- What did you learn about yourself this semester that was surprising to you?
- What did you learn about music teaching that surprised you?
- How have your beliefs about what it means to be a music teacher changed and why?
- What was the most meaningful part of this class for you and why?
- What was the most valuable part of this class for you and why?

Note: Contents of syllabus (e.g., dates, assignments, grading) are subject to change during the semester. It is the student's responsibility to monitor syllabus changes and download all course materials on Webcourses. The Music Department website is: (www.music.ucf.edu).

Course Outline

Week 1	Welcome to the world of music teaching! History and Philosophy of Music Education
Aug. 24	A brief history of Music Education in the United States Syllabus Review
Aug. 26	Exploring our backgrounds and aspirations; learning more about our classmates. Why Music Education? Sign-up for Micro-teaching
	(Due for next class) <i>Read: "The Art of Teaching" excerpt from Everyday Wisdom by Tim Lautzenheiser (Webcourses)</i> <i>Complete and bring to class, prepared to hand in: Guided Questions from this excerpt (Webcourses)</i>

- Aug. 28 **Guided Questions due (can be either typed or hand-written, provided your writing is legible!!!)**
Competencies That Music Educators Need To Be Successful
-
- Week 2 What Music Educators Need To Be Successful (Discovery of Self)
-
- Aug. 31 **Written Assignment #1 due**
Competencies That Music Educators Need To Be Successful
- Participate: Express your gratitude. Write a letter/email/thank you card to a former teacher or mentor, sharing how they have influenced you. Thank them for their contribution to your life. (Submit a copy of the letter/email to Dr. Miller via Webcourses.) Send the letter/email. Participation is required, even if you are unable to reach your teacher/mentor.*
- Sept. 2 Competencies That Music Educators Need To Be Successful
Teaching As Leadership; Communicating as a Teacher (written, verbal vs. non-verbal)
What defines a leader?
What leadership traits lead to excellence?
Who are the examples and non-examples in my life?
- Read: Raiber & Teachout pp. 5-71 + Guided Questions*
- Sept. 4 **Guided Questions Due**
- Read: Raiber & Teachout pp. 171-196 + Guided Questions*
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- Week 3 What traits define a master teacher? (Discovery of Self and Discovery of Teaching)
-
- Sept. 7 No class; Labor Day!
- Sept. 9 **Guided Questions Due**
Finish Competencies That Music Educators Need To Be Successful
Observing the Classroom: Making the Most of Your Field Experience
Observation expectations and etiquette
How to properly write an email.
- Sept. 11 Guided Observation Videos
- Read: Searching for Diversity/Rethinking Religion in Music Education*
-
- Week 4 Teaching in today's classroom. (Discovery of Teaching)
-
- Sept. 14 Perspectives on Race & Religion
- Read: Bullying: What Can Music Teachers Do? and turn in guided questions*
- Sept. 16 **Guided Questions Due**
Perspectives on Gender, Sexual Orientation, and Bullying
- Supplemental Reading: Campbell pp. 225-230*

Sept. 18	Guided Observation Videos
Week 5	Students with exceptionalities (Discovery of Teaching)
Sept. 21	Written Assignment #2 due Students with exceptionalities <i>Read: MEJ article: Inclusion Strategies that Work and turn in guide questions</i>
Sept. 23	Special Learners in the music classroom
Sept. 25	Micro-Teach
Week 6	Alternatives in Music Education
Sept. 28	Observation #1 notes and opinions for discussion and sharing (You will NOT turn these in as you will need them for your reflective paper.) First observation discussion & reflection Micro Teach <i>Read: Music Education at the Tipping Point and turn in guided questions</i> <i>Before-the-next-class: Interview a non-music major. Ask him or her to share their music story with you—both in school and out-of-school.</i>
Sept. 30	Guided Questions Due Participate: Prior to class, interview a non-music student. Ask him or her to share their music story with you—both in school and out-of-school. Is there congruence? How does the student feel about each? Come to class willing to share your findings! Alternative courses in Music Education <i>Read: Raiber & Teachout pp. 115-134 + Salient Points from Reading</i>
Oct. 2	Salient Points from Reading Due Micro-Teach
Week 7	The Music Curriculum for ALL Students.
Oct. 5	Observation #1 Reflection due General Music Experiences <i>Read: Raiber & Teachout pp. 135-150+ Salient Points from Reading</i>
Oct. 7	Salient Points from Reading Due Elementary & Early Childhood Music
Oct. 9	Guided Observation Video

Week 8	The Music Curriculum for Instrumental and Vocal Students
Oct. 12	Instrumental Music Experiences
Oct. 14	Choral Music Experiences
Oct. 16	Micro-Teach
	<i>Read: The Creative Music Strategy: A Seven-Step Instructional Model + Guided Questions</i>
Week 9	Creativity in the Classroom
Oct. 19	Guided Questions Due Observation #2 notes and opinions for discussion and sharing due Creativity: Composing, Improvising & Arranging in Music Education
Oct. 21	Micro-Teach
Oct. 23	Guided Observation Videos
Week 10	Classroom management and motivation
Oct. 26	Micro-Teach
	<i>Read: Campbell pp. 235-252</i>
Oct. 28	Observation #2 Reflection due Classroom management, Engaging Learners
Oct. 30	More classroom management!
	<i>Read: Raiber & Teachout, pp. 197-218</i> <i>Read: The role of assessment in advocacy</i>
Week 11	National Standards; Sunshine State Standards; Assessment; Marzano Strategies
Nov. 2	Assessing music learning; Understanding the Standards
	<i>Read: Raiber & Teachout, pp. 219-244</i>
Nov. 4	Observation #3 notes and opinions for discussion and sharing due Third observation discussion & reflection Continue Assessment and Marzano Strategies
	<i>Read: Raiber & Teachout, pp. 246-271 + Salient Points</i> <i>Read: "The Courage To Teach" + Reflective Paragraph</i>
Nov. 6	Salient Points Due Reflective Paragraph Due Guided Observation Videos

<u>Week 12</u>	<u>Considering Our Students (Discovery of Student Learning)</u>
Nov. 9	Written Assignment #3 due Who are the students in our classroom? What is our responsibility to them? Vision 2020 <i>Read: Raiber & Teachout pp. 76-114</i>
Nov. 11	No class; Veteran's Day!
Nov. 13	Critical Thinking, Making Connections What is Your Classroom? <i>Read: Ethnomusicology and Musical Collecting Techniques and turn in guided questions</i>
<u>Week 13</u>	<u>What Is Your Philosophy of Education?</u>
Nov. 16	Guided Questions Due Crafting a Philosophy of Music Education
Nov. 18	Observation 3 Reflection #3 due Micro-Teach <i>Read: Complaining</i> <i>Read: From an Administrator's Perspective: Practical Survival Skills for Music Educators and turn in guided questions</i>
Nov. 20	Guided Questions Due An Administrator's Perspective (If time, get a head start on Budget) <i>Participate: Brainstorm three qualities you value in an educator. Bring these ideas to our next class discussion.</i>
<u>Week 14</u>	<u>Principals, Parents, Collaboration, Priorities, and Politics</u>
Nov. 23	Building, maintaining and keeping relationships within the school Budget The music classroom on a cart Capstone Project <i>Read: Some Helpful Strategies</i> <i>Read: Final Project Grading Rubric</i>
Nov. 25	No Class; Thanksgiving break!
Nov. 27	No Class; Thanksgiving break!
<u>Week 15</u>	<u>Principals, Parents, Collaboration, Priorities, and Politics</u>

- Nov. 30 **Philosophy of Education DUE**
Continue with Budget, if needed
Guided Observation Videos
- Dec. 2 Communicating with Parents: Joys, realities, and challenges
Participate: Brainstorm three qualities you value in an educator. Bring these ideas to our class discussion.
- Dec. 4 The Teacher as a Lifelong Learner: Devising Your Plan of Action
Wrapping it all up!

Week 16 ~ Final

Dec. 7 (Monday) 10–12:50am – official exam time:

Final Exam ~ Final Project/Capstone Paper DUE (submitted electronically via Webcourses) by 12:50pm.

Accommodations for the differently-abled (alternate testing opportunities, support for signers, etc.)	The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) < http://sas.sdes.ucf.edu/ > (Ferrell Commons 185, sas@ucf.edu , phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.
Academic integrity	Students should familiarize themselves with UCF's Rules of Conduct at < https://scai.sdes.ucf.edu/student-rules-of-conduct/ >. According to Section 1, "Academic Misconduct," students are prohibited from engaging in <ol style="list-style-type: none"> 1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating. 2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project. 3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc. 4. Falsifying or misrepresenting the student's own academic work.

	<ol style="list-style-type: none"> 5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. 6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor. 7. Helping another violate academic behavior standards. 8. Soliciting assistance with academic coursework and/or degree requirements. <p>Responses to Academic Dishonesty, Plagiarism, or Cheating Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, <i>The Golden Rule</i> <https://goldenrule.sdes.ucf.edu/>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.</p> <p>Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.</p> <p>Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.</p>
Campus Safety	<p>Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.</p> <ul style="list-style-type: none"> • In case of an emergency, dial 911 for assistance. • Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>. • Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency. • If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>. • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the

	<p>Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”</p> <ul style="list-style-type: none"> • Students with special needs related to emergency situations should speak with their instructors outside of class. • To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>). <p>Campus Safety Statement for Students in Online-Only Courses</p> <p>Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.</p> <ul style="list-style-type: none"> • To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.” • Students with special needs related to emergency situations should speak with their instructors outside of class.
Deployed Active Duty Military Students	Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.
Make-Up Assignments for Authorized University Events or co-curricular Activities	Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at < https://policies.ucf.edu/documents/4-401.pdf >
Religious Observances	Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at < http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf >.
COVID-19	<p>University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes</p> <p>To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety</p>

	<p>and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.</p> <p>Notifications in Case of Changes to Course Modality</p> <p>Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.</p> <p>COVID-19 and Illness Notification</p> <p>Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.</p> <p>Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)</p> <p>Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.</p> <p>In Case of Faculty Illness</p> <p>If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.</p> <p>Course Accessibility and Disability COVID-19 Supplemental Statement</p> <p>Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.</p>
<p>F2F to Remote Instruction</p>	<p>Should this course shift to remote-only instruction, the university has provided several resources to assist students with learning: https://digitallearning.ucf.edu/newsroom/keeplearning/</p> <p>Live and Recorded Lectures (optional if applicable): This course will include synchronous (“real time”) sessions that will also be available as a recorded session for later review in Webcourses@UCF. Students who are unable to attend on-campus sessions, are expected to review these available sessions. Students who are unable to actively participate in on-campus or remote learning, should contact their instructor to explore options. Any synchronous meeting times will be announced</p>

	<p>via Webcourses@UCF and should appear on the Webcourses@UCF calendar should remote instruction be activated.</p> <p>Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the faculty and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of the Federal Education Rights and Privacy Act (FERPA).</p> <p>Technology Access – Depending upon modality, this course might need to shift to remote or fully online instruction based on medical guidance. This course also could be fully online and thus This could require access to additional technology. If students do not have proper access to technology, including a computer and reliable Wi-Fi, please let the instructor know as soon as possible. Information about technology lending can be found at https://it.ucf.edu/techcommons/ and https://library.ucf.edu/libtech</p> <p>Resources:</p> <p>https://www.ucf.edu/coronavirus/</p>
<p>Children in Virtual Sessions</p>	<p><i>The following statement about children in virtual classes was provided to us as an additional resource by faculty member Elizabeth Horn and was adapted from language at Oregon State University. It is not an officially required or optional statement from the university. However, we think it's one great way of acknowledging one of the myriad of challenges our students face at this time.</i></p> <p>Statement</p> <p>Parents deserve access to education. At all times, I strive to be inclusive to parents, and now, in our virtual learning space, with many children learning from home or schools facing sudden closures, we can expect children to be present in class from time to time.</p> <ol style="list-style-type: none"> 1. All breastfeeding babies are welcome in our synchronous sessions as often as is necessary to support the breastfeeding relationship. I never want students to feel like they have to choose between feeding their baby or continuing their education. 2. Children may be visible onscreen during class sessions, either in your lap or playing in the background. Alternatively, you may turn your camera off if more privacy is required. 3. Parents or caregivers who anticipate having a child(ren) with them during class sessions are encouraged to wear a headset to help minimize background noise. You may mute your microphone and communicate through the “chat” feature at any point necessary. 4. Stepping away momentarily for childcare reasons is completely understandable and expected. Simply mute and/or turn off your camera as necessary, and rejoin us when you are able.

	<p>5. I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.</p> <p>6. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.</p>
Ethics	<p>As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see https://scai.sdes.ucf.edu/student-rules-of-conduct/).</p>
<p>The UCF Creed</p> <p>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</p> <p>Integrity I will practice and defend academic and personal honesty. Scholarship I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. Community I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. Creativity I will use my talents to enrich the human experience. Excellence I will strive toward the highest standards of performance in any endeavor I undertake.</p>	

Policy on Children in Virtual Sessions:

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