

# MUE 6746 .001: Assessment and Evaluation in Music Education

Music, School of Performing Arts

3 Credit Hours

---

## Table of Contents

- [General Course Information](#)
  - [Course Description](#)
  - [Course Materials and Resources](#)
  - [Student Learning Outcomes](#)
  - [Course Activities](#)
  - [Grading Information](#)
  - [Course Schedule](#)
  - [Policy Statements](#)
- 

## Instructor Information

- Instructor: Dr. Christine Lapka
- Office Location: PACM 208
- Office Hours: Virtual Office Hours: 2:00-3:30 M/W | Virtual Office Hours 3:30-4:30 T/TH | or by appointment
- Phone/Text: 309.224.1472
- Digital Contact: [christine.lapka@ucf.edu](mailto:christine.lapka@ucf.edu) or [Webcourses@UCF](#) messaging

## Course Information

- Term: Spring 2021

- Course Number & Section: 6746.001
- Course Name: **Assessment and Evaluation in Music Education**
- Credit Hours: 3
- Class Meeting Days: Open
- Class Meeting Time: 24/7
- Class Location: Webcourses
- Course Modality: W

## **Enrollment Requirements**

Course Prerequisites (if applicable): Graduate standing in Music or C.I.

Course Co-requisites (if applicable): None

Other Enrollment Requirements (if applicable): None

## **Course Description**

Music learning theory and assessment in the K-12 music classroom.

## **Course Materials and Resources**

### **Required Materials/Resources**

- There is no textbook for this course
- Internet access is required
- The following hardware and software technologies are needed to complete assignments:
  - Microsoft Office, preferably 2007+
  - Adobe Acrobat Reader
    - [Free Adobe Acrobat Reader](#)

### **Optional Materials/Resources**

- Bates, B. (2019). *Learning Theories Simplified: ...and how to apply them to teaching* (2<sup>nd</sup> ed.). London: Sage Publications.
- Brophy, Timothy S. (2000). *Assessing the Developing Child Musician: A Guide for General Music Teachers*. G.I.A. Publications, Chicago, Illinois. ISBN:1579990908
- Fautley, Martin. (2010). *Assessment in Music Education*. Oxford University Press. New York, New York. ISBN: 978-0-19-336289-5.
- Schunk, D. H. (2008). *Learning theories: An educational perspective* (5th ed.). Upper Saddle River, NJ: Pearson Education.

### **Third-Party Accessibility and Privacy Statements**

DNA

## **Student Learning Outcomes**

*You will:*

- Develop an understanding of selected general and music learning theories as they are applied in a music setting.
- Develop an understanding of best practices in assessment as they are applied in a music setting.
- Use national, state, and local standards for music education in designing course activities and assessments.
- Develop a philosophy of assessment.
- Develop an understanding of authentic and alternative assessment through study and practical application.
- Create assessments that are universally designed.
- Develop strategies for scoring and keeping track of assessment data as it is gathered in the classroom.
- Create an assessment framework that is practical and appropriate.
- Develop an understanding of common strategies used for teacher and program assessment.

## **Course Activities**

- Assignments for this course will include [quizzes](#), [discussions](#), written papers, research, and other specified activities. For specific activities see the [grading](#), and due dates, see the [Assignments](#) Tab.
- There will be one Final Exam, due Monday May 3, 2021 at Midnight. The Final will be a paper/project. The topic will be agreed upon by the teacher and student.
- Extra Credit Extra credit can be earned on an assignment for superior work. Additional extra credit work will not be counted.

- You should have regular access to the internet and plan on logging into the course at least three each week. In order to complete the course engagement and homework plan on spending at least six hours a week on the course.

## **Activity Submissions**

Students will submit assignments on Webcourses. See the [Assignment](#) tab to view specific assignments and due dates. Microsoft Office is required.

## **Attendance/Participation**

This is a fully online course with no in-person requirements. However, the course will follow a strict timeline and will require participants to complete various tasks by the provided deadlines.

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. The final exam must be completed by the assigned date.

Our class is an open invitation to think and dialogue with others on topics of importance to music educators. Be prepared and willing to contribute your ideas and opinions to the discussion. Professional behavior is expected.

**In order to pass the class, in addition to completing the final exam, you need to complete all quizzes, assignments, and discussions . Failure to complete a required activity is unprofessional and an automatic F.**

## **Make-up Exams and Assignments**

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

## **Assessment and Grading Procedures**

The weight distribution for graded activities (i.e. quizzes, discussions, assignments, final exam) is available in the [Grades](#) tab.

### 300 points possible

Letter Grade	Points
A 93% and higher	279 – 300 points
A- 90-92.9%	270 – 278 points
B+ 87-89.9%	261 – 269 points
B 83-86.9%	249 – 260 points
B- 80-82.9%	240 – 248 points
C+ 77-79.9%	231 – 239 points
C 73- 76.9%	219 – 230 points
C- 70-72.9%	210 – 218 points
D+ 67-69.9%	201 – 209 points
D 63-66.9%	189 – 200 points
D- 60-62.9%	180 – 188 points
F 59.9% and below	179 and below

## Course Schedule

Click here to view the [Course Schedule](#)

---

## University Services and Resources

### Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student Services](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

## Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student Services](#). Click on "Support" on the right-hand side to filter.

If you are a UCF Online student, please consult the [UCF Online Student Guidelines](#) for more information about your access to non-academic services.

## Policy Statements

### Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *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.
- *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.
- *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.
- *Falsifying or misrepresenting* the student's own academic work.
- *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.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#).

For more information about plagiarism and misuse of sources, see “[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#)”.

### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student’s official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

### **Course Accessibility Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

### **Campus Safety Statement**

#### ***Fully online course sections (W, V)***

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.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> [Links to an external site.](#) 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.

### ***Sections with face-to-face components (M, RA, RV)***

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.

- 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](http://emergency.ucf.edu/emergency_guide.html)Links to an external site.>.
- 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 <<http://www.ehs.ucf.edu/AEDlocations-UCF>Links to an external site.> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>Links to an external site.> 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<[You CAN Survive an Active Shooter \(Links to an external site.\) Minimize Video](#)>).

### **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.

## Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

## Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

# Schedule MUE 6746

<b>Week</b>	<b>Topic</b>	<b>Required Assignments</b>	<b>Due Dates</b>
Week 1	Orientation Learning Theory Review Describe Lessons Using Learning Theories	Syllabus Quiz Learning Theory Quiz Learning Theory Discussion Learning Theory Written Assignment	1/15 , 4:59pm EST 1/17, 11:59 pm EST 1/14 & 1/17 11:59 pm EST

			1/17 11:59 pm EST
Week 2	Bloom's Taxonomy Cognitive, Affective, Psychomotor Designing activities using Bloom's Taxonomy	Bloom Quiz Bloom Discussion Bloom Taxonomy Assignment	1/24 11:59 pm EST 1/21 & 1/24 11:59 pm EST 1/24 11:59 pm EST
Week 3	Universal Design for Learning Universal Designed Lessons	UDL Article Discussion Evaluate UDL Lesson Plans Written Assignment	1/28 & 1/31 11:59 pm EST 1/31 11:59 pm EST
Week 4	Self-Directed investigation of Learning Theories	Students will select from a number of projects or create their own project:  <ul style="list-style-type: none"> <li>Find an article that relates to theories of learning and share the pdf, summarize the findings and importance.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Video tape yourself teaching and provide feedback or descriptions based on theories of learning.</li> <li>• Create an instructional video about using a learning theory in music education.</li> </ul> <p>Free Trial VideoScribe <a href="https://www.videoscribe.co/en/access-free-trial">https://www.videoscribe.co/en/access-free-trial</a> (Links to an external site.)</p> <p>Other software <a href="https://filmora.wondershare.com/animated-video/best-whiteboard-animation-software.html">https://filmora.wondershare.com/animated-video/best-whiteboard-animation-software.html</a></p> <p>Zoom Record and Screenshare</p> <ul style="list-style-type: none"> <li>• Or Student Created Project confirmed by Dr. Lapka</li> </ul>	
Week 5	Share and Discuss Learning Theory Investigation	Share 40 points and Discuss Learning Theory 15 points	2/ 14 11:59 pm EST
Week 6	Assessment Feedback and Grades	Reading Assignment	
Week 7	Assessment	Written Assignment 25 points	2/28 11:59 pm EST

Week 8	Published Assessment in Music	Reading Assignment	
Week 9	Rubrics	Reading Assignment	
Week 10	Creating Rubrics	Rubric Assignment 50 points	3/21 11:59 pm EST
Week 11	Self-Directed Investigation of Assessment	Reading Assignments	
Week 12	Share and Discuss Investigation of Assessment Discuss Final Projects/Paper	Presentation/Sharing/Discussion 50 points	4/4 11:59 pm EST
Week 13	Assessment of Programs and Teachers	Module	
	Spring Break		April 12-16
Week 14	Final Projects/Papers		
Week 15	Final Projects/Papers	60 points	May 2, 11:59 pm EST

