

MU 3861b/9586b
CURRICULUM AND POLICY IN SCHOOLS

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Classroom TC 307
Wednesdays 6:30 to 9:20PM

COURSE DESCRIPTION

This course examines the relationship between curricular and policy practices within various arenas of Music Education and how they impact the professional lives of educators. Through the study of traditional and contemporary models, practices and theories, students will gain an understanding of how best to understand and construct curricular and policy practice and thinking. Students will also understand how such practices and theories can directly impact learning, program development, and innovative enterprises developed by artists and educators.

The course also addresses the manner in which curricular and policy thinking and action have an impact on everyday education in the arts—from schools to arts organizations to Non-Governmental Organizations. As a result of experience with this course—designed to be dynamic, hands on, collaborative, and conceptually challenging—students will be able to better evaluate their own professional engagements with music, as well as image ways in which their own future curricular and policy practices can be transformative and empowering.

LEARNING OUTCOMES

- Identify strategies for planning and program development;
- Recognize central theories and curriculum development models, and how they may be applied to the development of thoughtful and challenging music and arts programs;
- Classify policy-driven issues regarding schooling and they impact curriculum when it is situated in the community, the school and at the individual levels.

- Evaluate how cultural and educational policy is developed and can be critiqued, as well as the ways in which curriculum policy development impacts the professional lives of musicians and arts educators;

ASSIGNMENTS

Each week you will be asked to read, watch, write, or be engaged in producing some material for the class. Beyond these weekly elements, specific assignments throughout the term will also take place, as outlined below and in the class schedule.

Note: As we aim to adapt learning opportunities depending on class developments, all these—except the final project—are subject to change.

Lightning Talks

In pairs, students will present two - *8-minute talks* to the class throughout the term. Lightning Talks will be supported by a Prezi presentation developed by each pair and will focus on a curriculum or policy model or idea addressed in class. Students will choose the topic or be assigned one. Parameters for a good Lightning Talk are:

1. This is **NOT** a summation of the article
2. Present a clear entry point to the issue(s)
 - Why is this of interest to you?
 - In what ways is your thinking being engaged and/or challenged?
3. There must be cohesion between the two presenters
4. Lingering issues or questions

Critical Essay

You are to write 2 scholarly reflections one focusing on policy (due February 5th) and the other on curriculum (due March 4). Each will address ideas encountered in class discussions and readings. Both involve intellectual honesty, clarity of thought and expression, and evidence of reading academic literature that informs your argument.

Critical essays are between 1500 (undergraduate) and 2000 words (graduate) in length (no more, no less). This word count does ***not*** include references. Just as with the final project, you should use APA formatting style.

Poster Presentation

This is a physical representation of your final Curriculum Policy Brief. Posters will take place at the end of the term and will be public. You are expected to present it visually (as you would at a conference) and you will have 3 minutes to make a presentation on central elements of your project.

Curriculum Policy Brief

The goal for this project is to present a strong, clear, and yet complex argumentation. This involves having a purpose, developing a rationale that will convince key players of the significance and value of the new strategy or project, establishing data points and

language appropriate to support your decisions (texts, video, image and sound), outlining specifics and general aims and of course talking about the implications of said plan (how it will impact participants/community).

Undergrads: A **document** (the policy brief) that can be consumed by the interested parties (visually and textually).

Grad Students:

All this is to be put in a package in **two segments**: A **document** (the policy brief) that can be consumed by the interested parties (visually and textually) and a **short video or web-based** presentation that would provide an *experience* of the project.

You can start conceiving your assignment by looking at the materials in the course. They present models or examples of possible parts of your final document and will provide ideas for your own work.

Successful policy briefs will:

- 1) Address all the points outlined above (goals, rationale, data collection, specific and general aims with examples, implications);
- 2) Be scholarly and professionally presented
- 3) Have a clear focus and present personal insight

Successful videos/web-based will:

- 1) Provide a dynamic and convincing rationale for the program/project/course of action. Contrary to the brief the aim here is to appeal on an academic and emotional levels. The video/web resource is about a testimonial, a more *personal* explanation of why the curriculum will be impactful.
- 2) Use image, sound, text and video in an integrated manner. This is not a lecture, nor a power point done via video. This requires a different ‘language’ which provides a truly multimedia experience.
- 3) Less is more. The video/web-resource should be a ‘point of entry’ to the brief. It should capture ones’ attention and interest. Therefore, it should be fast paced, draw from multiple sources, mix your voice and those of others, have a clear AND LIMITED set of goals (I suggest that you arrive at 3 ESSENTIAL CONCEPTS you want to communicate and focus on those).

GRADING

COURSE REQUIREMENTS	WEIGHT
Presentation	20%
Lightning Talk	15%
Discussion / Participation	15%
Critical Essays	20%
Curriculum Policy Brief	30%
Total	100%

SCHEDULE

Weekly Schedule (*subject to change*):

Week	Topic	Readings/Assignments	Assignment Due
1			
W Jan 8	Curriculum & Policy	Introduction Rethinking Policy & Curriculum Chapter 1 – Policy as Practice Book	
2			
W Jan 15	Curriculum	Curriculum theory – Hidden Curriculum	
3			
W Jan 22	Policy	Policy as Practice and Theory Chapter 2 – Policy as Practice Book Selected Articles & Materials	Lightning Talks
4			
W Jan 29	Curriculum	Inclusion, disability studies Universal Design for Learning (UDL)	Lightning Talks

Week	Topic	Readings/Assignments	Assignment Due
5			
W Feb 5	Policy	Working as a Policy Analyst Chapter 5 & 6– Policy as Practice Book Selected Articles & Material	Critical Essay Due (policy) Lightning Talks
6			
W Feb 12	Curriculum	Indigenous ways of knowing / curriculum	Lightning Talks
7			
SPRING BREAK			
W Feb 19			
8			
W Feb 26	Policy	Policy as a Pedagogical Tool Chapter 3 – Policy as Practice Book Selected Articles & Material	Lightning Talks

Week	Topic	Readings/Assignments	Assignment Due
9			
W Mar 4	Curriculum	Democratic ends – Band / Choral	Critical Essay Due (curriculum)

10			
W Mar 11	Policy	Policy as Form of Entrepreneurship Chapters 4 – Policy as Practice Book Selected Articles & Material	Outline and Draft of Final Project Due
11			
W Mar 18	Curriculum	“Methods” Orff, Kodály, Suzuki, Musical Futures	Lightning Talks
12			
W Mar 25	Policy & Curriculum	Becoming part of the Policy Process Chapter 7 – Policy as Practice Book Selected Articles & Material	
Week	Topic	Readings/Assignments	Assignment Due
13			
W Apr 1	Curriculum & Policy	Last Class	Poster Presentations

GENERAL POLICIES

UNIVERSITY POLICIES

- Students are responsible for making up any missed classes or assignments as soon as possible. In order to ensure fairness and consistency for all students, academic accommodation for work representing more than 30% of the student’s overall grade in the course shall be granted only in those cases where there is documentation in the form of a completed and appropriately signed Student Medical Certificate (SMC) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities, or the equivalent documentation for non-medical or compassionate grounds.

Students seeking academic consideration must communicate with their instructors no later than 24 hours after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence. Documentation, if required, shall be submitted to the Office of the Associate Dean, Undergraduate (TC210).

Note that the new Self-Reporting Absence Portal may not be used for requesting academic relief for work worth more than 30%, or for Final Exams scheduled during the official examination period. Students are directed to read the full Senate policy on accommodation for medical illness at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_absences.pdf

A pdf copy of a Senate approved Student Medical Certificate (SMC) may be downloaded here:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

- In cases where students miss work that is worth 30% or less of the total course grade due to medical illness or compassionate grounds, if an online absence report is submitted using the new Self-Reporting Absence Portal, or if documentation is voluntarily submitted to the Associate Dean's office and the Associate Dean deems that accommodation is warranted, then the missed assignment(s) or quiz(zes) may be discounted in the calculation of the final grade for the course. If documentation is not submitted voluntarily then the missed assignment(s) or quiz(zes) will receive a grade of zero.
- Students who are in emotional/mental distress should refer to Mental Health@Western at the following website https://www.uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.
- Students may be excused to observe a religious holy day of their faith without penalty provided they notify the instructor in advance. Students are responsible for material covered in their absence and each student shall be permitted a reasonable amount of time to make up missed work.
- If you require academic accommodations because of a disability, please let the instructor know during the first week of classes, and, if you have not done so already, register as soon as possible with Accessible Education (formerly known as Services for Students with Disabilities). You can learn more about the Student Success Centre's services for accessible education at <http://success.uwo.ca/academics/sas/index.html>.

Instructors' policy on illness and attendance. Full attendance at all classes is expected and medical documentation is required unless you have the permission of the instructor. If you are ill or some problem occurs that prevents you from attending class on a given day then you must notify the instructor to that effect either before or immediately after class. Unexplained absences will result in a reduction of three (3) points in your attendance/participation grade for each absence. Students with medical documentation or an acceptable excuse for an absence will not be penalized and will be permitted to reschedule a presentation. Late written assignments will only be accepted and graded if permission has been granted by the instructor in advance of the deadline. See UWO Policy on Accommodation for Illness found under "Rights and Responsibilities" at:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Consideration_for_abse_nces.pdf. The university's policy on attendance may be found at http://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences : *"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, as found at*

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_and_ergrad.pdf . . . Plagiarism is a major scholastic offense. Students must write their assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt by using quotation marks where appropriate and by proper referencing such as footnotes or citations. All required papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com, www.turnitin.com.”