



SED 300.03B

(Note: Section 2B is for Music Majors only)

**The Teaching Profession
Course Syllabus: Spring 2024**

Instructor Information

Instructor:	Darla Meek
Classroom Location:	Music Bld. Room 158; T 5:00-7:10 + online
Office Location:	Music Building Rm. 222
Office Hours:	by appointment
Office Phone:	903-886-5294
Office Fax:	903-468-6010
University E-mail:	darla.meek@tamuc.edu
Preferred Form of Communication:	email
Communication Response Time:	48 hours

Course Information

Course Description

Three semester hours. The course provides prospective teachers with a beginning foundation for understanding learners, enhancing student achievement, and understanding the teaching environment. The course will emphasize the structure, organization, management, and governance of the American school system and current issues related to the teaching profession. The legal, ethical, and multicultural foundations of teaching will be discussed. Finally, students will engage in a teaching project.

Required Software

For all prior, current, and upcoming courses that relate to state licensure, you are required to purchase Tk20. This documents that you have met certain criteria for the University to recommend you for licensure. The cost is \$139+tax / fee (corrected) for a one-time subscription that you will use in all future education courses. Link: <https://tamuc.tk20.com/campustoolshighered/start.do>

Suggested Textbook

Music Education in Your Hands: An Introduction for Future Teachers (2010) by Michael Mark and Patrice Madura. ISBN 978-0-415-80090-7

TAMUC Clinical Teaching Handbook

https://docs.google.com/document/d/1uo9p1j9MhP0XLt58iMJc_eowvAjb8jD/edit?usp=share_link&oid=109861710341343224585&rtpof=true&sd=true

PPR Authorization

This link provides information for obtaining authorization to take the PPR exam

https://docs.google.com/document/d/1vMR_n0FTuUynpoAjBkqx3rpotP6Vkt5ISnLLrj5k4OM/edit

TEXES (Music) Preparation Manual

1. Pedagogy and Professional Responsibilities EC-12 (160)
http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX160_PrepMaterials.html
2. Music EC-12 (177) Content Preparation Manual
http://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX177_PrepMaterials.html

Texas Essential Knowledge and Skills (TEKS)

TEKS for your content area: <http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Teacher Standards (Chapter 149)

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at <https://tea.texas.gov/sites/default/files/ch149aa.pdf>

Texas Music Teacher Standards

<https://tea.texas.gov/sites/default/files/allmusic.pdf>

Student Learning Outcomes

Students will:

- Compare, contrast and apply various music teaching models.
- Describe and apply concepts of vertical alignment of K-12 music standards to lesson and curriculum planning.
- Design assessments aligned with standards and based on student needs to provide feedback for student progress.
- Apply the philosophical foundations and justification for music education to become effective advocates, and to develop a personal philosophy for music education.
- Describe the historical development of music education in the United States and apply historical development to current practice.
- Synthesize information from legislation and current / cultural events to maintain relevance in the music education curriculum.
- Develop a pre-professional portfolio in preparation for upcoming student teaching and career entry.

Support Objectives (State Requirements):

The learner will:

- design clear, well-organized, sequential, engaging, and flexible lessons that reflect best practice, align with standards and related content, that are appropriate for diverse learners and encourage higher-order thinking, persistence, and achievement;
- Formally and informally collect, analyze, and use student progress data to inform instruction and make needed lesson adjustments;
- ensure high levels of learning, social-emotional development, and achievement for all students through knowledge of students, proven practices, and differentiated instruction
- clearly and accurately communicate to support persistence, deeper learning, and effective effort;
- organize a safe, accessible, and efficient classroom.
- establish, communicate, and maintain clear expectations for student behavior;
- lead a mutually respectful and collaborative class of actively engaged learners;
- meet expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities;
- reflect on his or her practice;
- effectively communicate with students, families, colleagues, and community members;
- demonstrate professional ethical conduct, practices, and performance including ethical conduct toward professional colleagues and ethical conduct toward students; and
- ensure appropriate relationships, boundaries, and communications between educators and students.

Course Requirements

Assignments to be selected from:

Personal Reflection: Students will respond to questions about their own potential or ability for success in a music teaching career.

TEKS Objectives: Students will translate a selection of TEKS music objectives into student learning outcomes. Your grade is based on your ability to distil instructional content from stated objectives into a cohesive writing style.

Effective Questioning: Students will develop a quiz, give the quiz to a pilot group, evaluate the responses and reply to reflection questions. Your grade is based on the effectiveness and organization of your quiz and your responses to the reflection questions.

Advocacy Scenarios: Students will participate in an advocacy scenario and respond to reflective questions. Your grade will be based on your knowledge of advocacy data, presentation, and organization.

Philosophy of Music Education: Students will submit a one-page philosophy of music education that reflects course content and scholarly writing. Your grade is based on your ability to support your beliefs with course content in the appropriate context and writing ability.

Article Review: Students will submit one written review of an article from a professional journal of their choosing, related to one of the major course topics. Your grade is based on the thoughtfulness of your analysis of the article and ability to relate the topic to current issues in music education.

Classroom Management Plan: Students will submit a written classroom management plan including a global objective, class rules and procedures, and the reasons for choosing those rules and procedures.

Teaching Project: In small groups, students will submit a full lesson plan on the template provided. They will then teach their lesson, using a PowerPoint to guide them through the lesson, and complete a Post-Teaching Reflection.

Formative Assessment and Student Achievement Chart (SAC): After teaching their lesson, students will assess their "students" and summarize the results on the SAC Chart provided.

Field Experience Placements: Students will complete 30 hours of placement in a local school and submit required documentation on the Music Education Google Drive (Linked in the D2L shell). Students who do not complete 30 hours of Field Experience will receive an automatic failing grade for SED 300.

Exams: Two exams will be administered.

Grading

A final grade will be calculated using the following scale:

- | | |
|--------------------------------------|--------------------|
| • Attendance and Participation | 10% of final grade |
| • Exams | 10% of final grade |
| • Discussion Posts / Reflections | 20% of final grade |
| • Writing Assignments | 30% of final grade |
| • Field Experience / Notes / Prompts | 30% of final grade |

Grading Scale

A = 90 to 100% / B = 80 to 89% / C = 70 to 79% / D = 60 to 69% / F = 59 and below

How to keep track of your grades. Your grades will be posted in the D2L shell. Some assignments are automatically graded. Others (written work, for example) will be graded manually and may take extra time.

Minimal Technical Skills Needed

Use of the learning management system (D2L), and TK20 where you will document information about your field experience.

Instructional Methods

This is a discussion-based hybrid course with two-hours of face-to-face learning each week combined with one hour of online virtual learning.

Student Responsibilities or Tips for Success

Keep up with your field experience hours (30 hours are required). If you do not complete all 30 hours, you will have to repeat the course, regardless of how well you did on the other assignments.

Technology Requirements

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Course and University Procedures / Policies

Course Specific Procedures / Policies

Attendance and Engagement Policy

Regular and prompt attendance and active engagement in the class is expected. Students who do are present but not engage in the discussion will earn an engagement grade at the discretion of the instructor.

It is expected that, as future teachers, education students model professional and courteous behavior by attending every class and arriving to class on time. Unexcused absences are unprofessional, and they will not be allowed when you are a resident or a teacher in the field.

Excused absences include illness with a doctor's note, jury duty, or the death of an immediate family member. If you must miss class for any reason, such as of sudden illness or car trouble (for commuters only), you are expected to communicate with the instructor via text or email at darla.meek@tamuc.edu before class begins.

Absent students will, by default, earn a grade of zero for that day's work until proof of excused absence is provided. Failure to provide a physician's note, jury summons, or other proof confirming the legitimacy of the absence will result in the classification of that absence as unexcused. Students who are absent are expected to carefully review the lecture PowerPoint in D2L so that they do not fall behind. Due to its performance nature, face-to face class attendance cannot be made up.

The instructor reserves the right to drop any student who misses more than two classes, regardless of the reason. If absences are accumulated after the drop date, the student will receive a failing grade.

Take care to note any required university-sponsored events, tour dates, or other activities that may cause you to miss class and communicate this to the instructor **by January 31**. These will be considered on a case-by-case basis. They are **not** automatically excused. Final classification of absences will at the sole discretion of the instructor. Do not schedule any personal obligations during class time.

Late Assignments or Work

Late papers, assignments, and exams are not accepted *unless prior arrangements have been made*. A student who is absent on the day of a quiz or exam will receive a "0" for that quiz/exam *unless prior arrangements have been made* (in the case of university-sponsored absences in accordance with campus policy).

Use of Computers and Cell Phones

As a courtesy to the instructor and the other students, please silence all cell phones before class. Computers and other devices may be used for taking notes or accessing course materials. Other uses of technology during class (texting, emailing, social media, etc...) is not permitted. At the discretion of the instructor, you will be asked to put your technology away, and after repeated offenses, may be asked to leave.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University-Specific Procedures

Student Conduct

All students are expected to follow the Tenets of Common Decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. Please let me know what pronouns you would prefer I use for you in class and in conversation.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the Carrying Concealed Handguns on Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Course Calendar (subject to change)

Week	Content	Tasks Due
Week 1: Jan 16	Welcome and Introductions Field Placement Information & TK20	Task: Reading NOTE: The Application for Student Teaching opens in TK-20 on Wednesday, January 10 and closes Sunday, February 4 at 11:59.
Week 2: Jan 23	Professionalism Day 1	Task: Personal Reflections on Professionalism Due Jan 28 by 11:59 pm NOTE: The Application for Student Teaching closes Sunday, February 4 at 11:59. The Application into the Educator Preparation Program (EPP) opens in TK-20 on January 29 and closes on Sunday, March 10 at 11:59.
Week 3: Jan 30	Professionalism Day 2 Take the Myers Briggs	NOTE: The Application for Student Teaching closes Sunday, February 4 at 11:59. The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Week 4: Feb 6	Licensure (TExES and PPR)	NOTE: The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Week 5: Feb 13	Assessment Part 1: TEKS and Student Learning Outcomes	TEKS Objectives due Sunday, Feb 18 by 11:59 pm NOTE: The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Week 6: Feb 20	Assessment Part 2: Assessing Student Learning	Assessing Student Learning due Feb 25 by 11:59 pm NOTE: The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Week 7: Feb 27	Cultural Competence Music and Special Education	Mock Quiz due Sunday, Mar 3 by 11:59 pm

Week	Content	Tasks Due
		NOTE: The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Week 8: Mar 5	Midterm Exam	Article Review Due Sunday, Apr 28 by 11:59 pm NOTE: The Application into the Educator Preparation Program (EPP) closes on Sunday, March 10 at 11:59.
Mar 11-15	SPRING BREAK	
Week 9: Mar 19	History of Music Education	
Week 10: Mar 26	Philosophy of Music Education	Written Philosophy Due Sunday Mar 31 by 11:59 pm
Week 11 Apr 2	Contemporary Issues and Advocacy	Teaching Project Lesson Plans due Sunday, Apr 7
Week 12: Apr 9	Classroom Management	Advocacy Scenarios due Sunday, Apr 14 by 11:59 pm
Week 13: Apr 16	Teaching Project Presentations	PowerPoints for this Teaching Project are due April 16 at 5:00 pm
Week 14: Apr 23	Contemporary Issues Part 2 Teaching Project Presentations	Post-Teaching Reflection due Sunday, Apr 28 by 11:59 pm
Week 15: Apr 30	Closing out the semester and Final Exam Review	Field Observations & Rating Form due in TK20 by Tuesday, April 30 by 11:59 pm
Tuesday, May 7	Final Exam (Regular Class Time)	