

SYLLABUS
School of Music
University of Florida

Seminar in Music Teacher Education

MUE 7045 (3)
Spring 2025
M (Noon-3 PM)

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COURSE DESCRIPTION

Examination of philosophical, historical, and contemporary practices in undergraduate and graduate music teacher education. Review of the research literature. Topics will include affordances and constraints of various curricular frameworks, fieldwork models, development of teacher identity, and meeting demands of policy stakeholders.

REQUIRED TEXT

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. [ISBN: 978-1-4338-3216-1]

OPTIONAL TEXT

Conway, C., Pellegrino, K., Stanley, A. M., & West, C. (2019). *The Oxford handbook of preservice music teacher education in the United States*. Oxford University Press. [ISBN: 9780190671402].

Note: We will be using the content from this book extensively and the table of contents will be posted in Canvas. However, it is also available in *Oxford Handbooks Online*, accessible to you through the [UF library](#).

- In the *Libraries Quick Search* search box on the main page of the Smathers Library website, type *The Oxford handbook of preservice music teacher education in the United States*, select *Library Catalog* from the pulldown menu, and click the search button.
- Click on the eBook version in the catalog (*Available Online*) and then locate the specific chapter(s) you'd like to download.
- If you are connected to the UF VPN, you can skip the library website and go directly to the [online handbook](#).

ADDITIONAL RESOURCES

1. A Canvas course site has been established for use in this course. To access it use a web browser and open the following URL: <https://ufl.instructure.com/>
2. A UF Libraries Music Education Resource Guide can be located here: <http://guides.uflib.ufl.edu/MusicEducation>

COURSE GOALS

Through full participation in this course, the graduate music education student will:

1. review and discuss the research and practitioner literature in music teacher education;
2. examine historical and philosophical perspectives on music teacher education;
3. describe current challenges and trends in music teacher education;
4. discuss curricular frameworks for undergraduate and graduate music teacher education;
5. articulate the impact of state and federal policy on music teacher education;
6. lead and participate in discussions related to the course content; and
7. demonstrate growth in scholarly writing and presentation skills.

UNIVERSITY OF FLORIDA POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting [\[https://disability.ufl.edu/students/get-started/\]](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY GRADES AND GRADE POINTS POLICY

The university grades and grade points policy can be viewed here: [\[https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext\]](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpoliciestext).

UNIVERSITY ACADEMIC HONOR POLICY

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 [\[https://sccr.dso.ufl.edu/process/student-conduct-code/\]](https://sccr.dso.ufl.edu/process/student-conduct-code/) 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 instructor of this class.

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student in distress [\[https://umatter.ufl.edu\]](https://umatter.ufl.edu).
- Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need [\[https://shcc.ufl.edu\]](https://shcc.ufl.edu).

- University Police Department
352-392-1111 (or 9-1-1 for emergencies) [<http://www.police.ufl.edu/>]
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608 [<https://ufhealth.org/emergency-room-trauma-center>].
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website [<https://gatorwell.ufsa.ufl.edu>] or call 352-273-4450.

COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [<https://ufl.bluera.com/ufl/>]. Summaries of course evaluation results are available to students at [h\[https://gatorevals.aa.ufl.edu/public-results/\]](https://gatorevals.aa.ufl.edu/public-results/).

EXPECTATIONS

WORKLOAD

This course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful.

ATTENDANCE

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies](#). Prompt attendance is expected as a demonstration of professional commitment. The heart of education at the University of Florida is the teaching/learning interaction among you the student, your peers, and your instructors. Because of this belief, class attendance is regarded as an essential part of the "contract" between you and the University. You are expected to attend all classes for which you are registered. If you know you must be absent from this class, you should speak with Dr. Bauer before your absence, stating the reasons for your absence and agreeing upon a way to make up the work. If you have an unplanned absence, contact Dr. Bauer as soon as possible to explain. Required assignments and exams must be made up as soon as possible after your return to class. In general, this will be no later than one week following your return.

CLASS PARTICIPATION

Because active and articulate oral interchange increases verbal skills and promotes a stimulating classroom atmosphere, the instructor will evaluate the quality, quantity, and appropriateness of each student's oral contributions to the class. Although no attempt will be made to translate this evaluation into an objective number of points, the instructor will use his subjective judgment of this behavior in the determination of borderline final grades. The dynamics of this class, and its ultimate value to you, require you to come to class prepared (read assignments), bringing questions and comments to stimulate discussions.

EMAIL

Your UF email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may take place using your UF email address and/or the Canvas messaging system. You need to regularly check both of these at least once per day. Make checking it part of your daily routine. Likewise, unless there are extenuating circumstances, when you send me an email during the week (M-F) you can expect a reply within 24 hours. I will reply on weekends as I am able.

ASSESSMENT

<u>Assessment Task</u>	<u>Weight</u>
Discussion Leader/Class Plan	.15
Collaborative Bibliography	.15
Class Journal/Reflections	.20
Introduction to Music Education Textbook Review	.10
Handbook Chapter Presentation and Summary Handout	.10
Music Teacher Education Project & Presentation	.25
SMTE Proposal	.05

GRADING SCALE			LETTER TO NUMERICAL GRADE CONVERSION	
			<i>Letter Grade</i>	<i>Numerical Equivalent</i>
100	A+			
93-99	A			
90-92	A-		A+	100
87-89	B+		A	95
83-86	B		A-	91
80-82	B-		B+	88
77-79	C+		B	85
73-76	C		B-	81
70-72	C-		C+	78
67-69	D+		C	75
63-66	D		C-	71
60-62	D-		D+	68
59 & below	F		D	65
			D-	61
			F	55

COURSE CALENDAR

Key

C ~ Conway, C.M., Pellegrino, K., Stanley, A.M., & West, C. (Eds.). (2019). *The Oxford handbook of preservice music teacher education in the United States*. Oxford University Press (Also available through Oxford Handbooks Online)

O ~ Online (Available via the Syllabus page in Canvas)

DATE	TOPIC
January 13	Course Introduction Beliefs: Music Education and Music Teacher Education
20	No Class – Martin Luther King Day
27	Music Teacher Education: Historical and Philosophical Perspectives
February 3	Society for Music Teacher Education (SMTE); Accrediting Agencies
10	Curricular Frameworks; Musicianship for Teaching
17	Certification of Music Teachers
24	Developing Music Teacher Identity; Dispositions for Teaching Music
March 3	Self-Efficacy & Music Teaching
10	Pedagogical Content Knowledge and Core Practices for Music; Teaching Methods Classes; ‘Introduction to Music Education’ Texts
March 17	Spring Break
24	Chapter Presentations
31	
April 7	Field Experience
14	Student Teaching; Setting an Agenda for Music Teacher Education Practice, Research, and Policy
21	Project Presentations
28	Project Paper Due