



Life Coaching for Music Educators: Thrive in Your Classroom and Your Life

Fall 2024

Graduate Course Code: 8454C

Dr. Lynn Brinckmeyer

September 16 – December 2, 2024

Office Hours: Tues/Thur 2-3:00 pm (Central Time)

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Course Structure

This is a 3-credit asynchronous course intended to support music educators whose schedules do not allow them to attend classes synchronously. Pre-recorded audio and video recordings present the bulk of the course material. Students will also participate in reflective questions, journaling, chat room meetings, writing assignments and online discussion forums. The course is structured in three distinctive phases: PHASE I - Discovery/Defining, PHASE II – Bridging, PHASE III – Building.

Course Description

This course is designed to help music educators rediscover their purpose and reignite their passion for teaching and for their personal lives. A proven, repeatable, reliable system of ten strategies guides educators to unravel disempowering thought patterns to upgrade a life and career, release condition-based thinking and focus on what is desirable, regardless of current circumstances.

Assignments are devised to lead students to discover how to create authentic transformation in health, career, relationships, time and money freedom using ‘Brave Thinking’ tools developed by the Brave Thinking Institute. In this program you will receive a complete system for gaining clarity on your dream life and career - and the next steps you can take so that you can experience a greater flow of abundance in your life.

Note

This Syllabus is a general outline of the course and is subject to change upon notification to the students during a chat session.

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Student Learning Outcomes

Students will be able to:

- Analyze their current circumstances in life and a career path, discover insights and develop clarity and regarding professional and personal paths through listening, journaling, reflection and discussion.
 - Assessment: Weekly reflection questions, posts on discussion board, chat sessions, Exit Assessment Documents.
- Demonstrate an understanding of the concept of building and living a life by design through creating a vision for harmony in their personal and professional lives.
 - Assessment: Vision focused on 4 quadrants: Health & Well Being, Love & Relationships, Vocation/Career and Time & Money Freedom; Exit Assessment Documents.
- Create and sustain change at home and in the classroom by implementing strategies, tools and thinking strategies to uncover and repattern limiting beliefs and behaviors.
 - Assessment: Weekly reflection questions, posts on discussion board, chat sessions, Exit Assessment Documents.

Program-Level Outcomes Addressed

This course addresses the following Candidate Outcomes:

1. Professionalism and integrity in teaching and in life.
2. Strength and character development in and out of the classroom.
3. Expanding an awareness of professional and personal strengths, limitations and opportunities for growth.

Course Requirements and Assessment

- Weekly reflection questions in weekly Guidebooks = 30%
 - The bulk of personal growth and expanded awareness is produced by a high level of engagement and willingness to spend time seriously reflecting on the weekly questions.
 - Submit the responses on Schoology by 11:55 pm on Sunday evening at the end of the week.
 - Due dates are listed in the weekly outline below.
 - New course material begins each Monday morning.
- Weekly participation in online group reflections = 15%
 - Students are required to post and respond to online discussions applicable to the material being covered each week in the audio/video recordings and written assignments. It is expected that students will actively engage in thoughtful dialogue with colleagues.



- o Remember that the online message board conversations are *public - not confidential*. Professionalism in both posting and responding to other posts is required. Some of the material covered in the course may be sensitive and/or uncomfortable to discuss.
- Weekly Life Work Assignments = 20%
 - o The Life Work provides an opportunity to integrate what you have learned into your daily life and in your professional environment.
 - o A written summary of each Life Work assignment is due every Sunday evening by 11:55 pm.
 - o Due dates are listed in the weekly outline below.
- Four (4) online Chat meetings = 15%
 - o Attendance is required.
 - o Due dates for the Chat meetings are listed in the weekly outline below.
 - o These meetings are an opportunity to ask questions for clarification.
 - o Students learn from each other's experiences and insights.
 - o As each of you evolve and grow throughout the semester, one student's question or concern often is applicable other students' challenges or situations.
- End of the Semester Assessment Documents = 20%.
 - o Submit an updated version of your Vision in all 4 quadrants: Health & Well Being, Love & Relationships, Vocation/Career and Time & Money Freedom
 - o End of Semester Assessment – Transformation Reflection Document
 - Paper should be double spaced, 3-5 pages minimum.
 - Submit a summary of your coaching journey over the past 12 weeks.
 - Discuss any changes in thinking, mindset, behaviors, etc. throughout the course.
 - How has your awareness changed?
 - Describe how you have implemented, or plan to implement, the tools and strategies you have learned to support the students in your classrooms.
 - Share 3 challenges you encountered that turned into "wins" over the course of the semester.

Grading Scale

A = 90 -100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 & below

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Instructional Materials

All required course materials will be provided by the Brave Thinking Institute DreamBuilder Program. Students will receive online access to an E-Kit for the DreamBuilder Program portal on the Brave Thinking Institute website. Course materials include weekly audio and video recordings, meditations, journaling questions and life work integration assignments.

Recommended Texts for Additional Reading

- *Brave Thinking: The Art and Science of Creating a Life You Love*, Mary Morrissey, Page Two
- *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent and Lead*, Brene Brown, Penguin Random House
- *Manifest Your Destiny: The Nine Spiritual Principles for Getting Everything You Want*, Wayne Dyer, Harper Collins Publishers
- *Mind to Matter: The Astonishing Science of How Your Brain Creates Material Reality*, Dawson Church, Hay House, Inc.
- *Mindset: The New Psychology of Success*, Carol Dweck, Ballentine Books
- *The Big Leap: Conquer Your Hidden Fear and Take Life to the Next Level*, Gay Hendricks, Harper Collins Publishers
- *The Happiness Advantage: The Seven Principles that Fuel Success and Performance at Work*, Shawn Achor, The Random House Group

Course Calendar

PHASE 1: Discover and Define

Week 1

- September 16-20
- Assignments:
 - Audio Recordings #1 & #2
 - Guidebook Reflection Questions #1 & #2
 - Video Recording – Week 1
 - Daily Meditation Audio #1
 - Life Work Assignments for Week 1
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 9-22-24
- **Group Chat #1**
 - **Tuesday, September 17, 2024**
 - **6:00-7:00 pm Central Time**

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Week 2

- September 23-September 27
- Assignments:
 - Audio Recordings #3
 - Guidebook Reflection Questions #3
 - Video Recording – Week 2
 - Daily Meditation Audio #1
 - Life Work Assignments for Week 2
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 9-29-24

Week 3

- September 30-October 4
- Assignments:
 - Audio Recordings #4 & #5
 - Guidebook Reflection Questions #4 & #5
 - Video Recording – Week 3
 - Daily Meditation Audio #1
 - Life Work Assignments for Week 3
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 10-6-24

Week 4

- October 7-11
- Assignments:
 - Audio Recordings #6 & #7
 - Guidebook Reflection Questions #6 & #7
 - Video Recording – Week 4
 - Daily Meditation Audio #1
 - Life Work Assignments for Week 4
 - Weekly Discussion Post(s)/Responses
- Submit your Vision focusing on the four quadrants: Health & Well Being, Love & Relationships, Vocation/Career and Time & Money Freedom
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 10-13-24
- **Group Chat #2**
 - **Tuesday, October 8, 2024, 6:00-7:00 pm Central Time**

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PHASE 2: Bridging

Week 5

- October 14-18
- Assignments:
 - Audio Recordings #8 & #9
 - Guidebook Reflection Questions #8 & #9
 - Video Recording – Week 5
 - Daily Meditation Audio #2
 - Life Work Assignments for Week 5
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 10-20-24

Week 6

- October 21-25
- Assignments:
 - Audio Recordings #10
 - Guidebook Reflection Questions #10
 - Video Recording – Week 6
 - Daily Meditation Audio #2
 - Life Work Assignments for Week 6
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday evening of each week

Week 7

- October 28-November 1
- Assignments:
 - Audio Recordings #11
 - Guidebook Reflection Questions #11
 - Video Recording – Week 7
 - Daily Meditation Audio #2
 - Life Work Assignments for Week 7
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 11-3-24
- **Group Chat #3**
 - **Tuesday, October 28, 2024**
 - **6:00-7:00 pm Central Time**

PHASE 3: Building

Week 8

- November 4-8
- Assignments:
 - Audio Recordings #12
 - Guidebook Reflection Questions #12
 - Video Recording – Week 8
 - Daily Meditation Audio #3
 - Life Work Assignments for Week 8
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 11-10-24

Week 9

- November 11-15
- Assignments:
 - Audio Recordings #13
 - Guidebook Reflection Questions #13
 - Video Recording – Week 9
 - Daily Meditation Audio #3
 - Life Work Assignments for Week 9
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 11-17-24

Week 10

- November 18-22
- Assignments:
 - Audio Recordings #10
 - Guidebook Reflection Questions #14
 - Video Recording – Week 10
 - Daily Meditation Audio #3
 - Life Work Assignments for Week 10
 - Weekly Discussion Post(s)/Responses
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 11-24-24



Week 11

- November 25-29
- Assignments:
 - Audio Recordings #15 & #16
 - Guidebook Reflection Questions #15 & #16
 - Video Recording – Week 11 & Week 12
 - Daily Meditation Audio #3
 - Life Work Assignments for Week 11 & Week 12
 - Weekly Discussion Post(s)/Responses – **CANCELLED FOR THIS WEEK**
- All written assignments are submitted through Schoology
 - Due by 11:55 pm on Sunday 12-1-24
- **Group Chat #4**
 - **Tuesday, November 26, 2024**
 - **6:00-7:00 pm Central Time**

Week 12

- December 2
- **END OF THE SEMESTER ASSESSMENT**
 - Submit an updated version of your Vision in all 4 quadrants: Health & Well Being, Love & Relationships, Vocation and Time & Money Freedom
 - End of Semester Assessment – Transformation Reflection Document (double spaced, 2-4 pages minimum)
 - Submit a summary of your coaching journey over the past 12 weeks.
 - Discuss any changes in thinking, mindset, behaviors, etc. throughout the course.
 - How has your awareness changed?
 - Describe how you have implemented, or plan to implement, the tools and strategies you have learned to support the students in your classrooms.
 - Share 3 or more wins you experienced over the course of the semester.
- Submit final assignments through Schoology
 - Due by 11:55 pm on Sunday 12-2-24

Attendance Policy

For this online course, weekly attendance is validated with the timely completion of all assignments and online discussions. All four online chat sessions are required attendance.



Candidate Conduct

An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.

- Cell Phone/Computer Policy: Refrain from using a cell phone during the Chat meetings.

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate's success in the program. Examples of academic dishonesty include:

- Presenting another's words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.



Plagiarism

Plagiarism means taking someone else's words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else's work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

If a student has a disability which might interfere with that student's ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.