

**DEPARTMENT OF CURRICULUM & TEACHING  
AUBURN UNIVERSITY  
SYLLABUS**

**Course Number:** CTMU 7910 / CTMU 7916  
**Course Title:** Practicum in Area of Specialization  
**Credit Hours:** 1-6 (most will be 3 or 4)  
**Prerequisites:** Admission to Graduate School, Departmental Approval  
**Corequisite:** None  
**Date Syllabus Prepared:** January 2010, by Jane Kuehne

**Instructor:** Dr. Jane M. Kuehne  
**Contact Information:** 334-844-6852 – Cell: 334 -332-7228 (ok to text) – [kuehnjm@auburn.edu](mailto:kuehnjm@auburn.edu)  
**Office Hours:** Tuesday 9:30 a.m. – 11:30 a.m., Thursday, 9:30 a.m. – 11:30 a.m. and 1:00 – 3:00 p.m.  
*Please note that I have 10 interns this semester and may have to miss office hours to complete internship visits and observations (6 per intern). To ensure you can talk with me when you want, please call to see if I am available in my office, or email me in advance to set up a time.*

**TEXTS OR MAJOR RESOURCES**

**Required Texts:**

- O'Toole, P. (2003). *Shaping sound musicians*. Chicago: GIA Publications. Available from <http://giamusic.com/products/P-5739.cfm>
- MENC. (1994). The school music program: A new vision — The k-12 national standards, prek standards, and what they mean to music educators. Retrieved January 7, 2010 from <http://menc.org/resources/view/national-standards-for-music-education>
- MENC. (1994). Opportunity-to-learn standards for music instruction: Grades prek-12. Retrieved May 11, 2008 from <http://menc.org/resources/view/national-standards-for-music-education>
- MENC. (1996). Performance standards for music: Grades prek–12: strategies and benchmarks for assessing progress toward the national standards. Retrieved January 7, 2010 from <http://menc.org/resources/view/opportunity-to-learn-standards-for-music-instruction-grades-prek-12>
- MENC. (1999). Opportunity-to-learn standards for music technology. Retrieved January 7, 2010 from <http://www.menc.org/resources/view/opportunity-to-learn-standards-for-music-technology>
- Other articles and readings available from RBD Library: <http://www.lib.auburn.edu>

**Materials:**

- Music literature (scores and recordings) appropriate for instruction in your school setting.
- Reliable access to blackboard, live classroom, with a working web camera and audio.
- Software for producing teacher-made materials (Word, PowerPoint, etc.)
- Video camera and video editing software (iMove, MovieMaker).
- A Way to share files (video especially) with your instructor. Windows Live (online) has a free “sky drive” or you can use Office Live (online free) to do the same. <http://home.live.com> (for Windows Live) or <http://www.officelive.com/en-us/> (for Office Live).

**Suggested Additional Texts:**

- Any of the *Teaching Music Through Performance* series books and recording may be especially useful. Available from <http://www.teachingmusic.org/>
- Comprehensive general music series books and recordings such as Silver Burdett's *Making Music* are also useful.
- Most of the *Teaching Music Through Performance* and *Making Music* materials are on reserve in the Learning Resources Center (LRC) and portions can be scanned or mailed to you *with advance notice*.
- Another excellent source is the Wisconsin CMP web site at <http://www.wmea.com/CMP/>
- *Publication Manual of the American Psychological Association* (6<sup>th</sup> edition, light blue cover) will be useful in completing your paper and Annotated Bibliography.
  - You may go to APA's site for more information – <http://www.apastyle.org/index.aspx>
  - Purdue's site is also helpful – <http://owl.english.purdue.edu/owl/resource/560/01/>

## COURSE DESCRIPTION

Experience relating theory and practice, usually in a school setting.

This course is designed to provide students with cooperatively selected activities that will assist them in gaining expertise/experience within a selected area of theory and practice. Flexibility allows students to identify meaningful problems/applications with regard to their current and future professional activities.

The approved project/product/research activity effort associated with the practicum must require at least 30 hours of documented work for each one (1) hour of assigned credit. This semester, for 3 hours credit, you will put in at least 90 hours total (roughly 6 hours/week) including planning for teaching, teaching, assessing your teaching and that of your peers, and evaluating your students' and your own learning.

This course is designed for traditional M.Ed. students to further their practice in master-level teaching. Typically, your work is done in your current school teaching setting, focusing on one or more learning groups. Students who do not have classrooms to work with should meet with Dr. Kuehne as soon as possible to plan access to students for practicum teaching.

## COURSE OBJECTIVES

### Students will:

- Select a topic of study related to their area of specialization. (*Proposal for Research Question and Music Selection(s) for your Comprehensive Musicianship Unit*)
- Write a proposal to include a description of the study, objectives, methodology (including resources), and evaluation. (*Action Research Plan & Comprehensive Musicianship Unit*)
- Prepare an annotated bibliography. (*Action Research Report, Comprehensive Musicianship Unit*)
- Submit evidence of study/project completion. (*School Permissions, Daily Teaching Journal, Meeting Summaries, Professional Work Samples, Action Research Report, Peer Reviews*)

### Students will demonstrate the ability to\*:

1. Identify and evaluate technology resources and technical assistance (i.e., those available on-line and on-site within a school and district setting). AL 290-3-3-.42 (4)(d)2.(i) Internship
2. Assess advantages and limitations of current and emerging technologies, on-line resources and software to facilitate teaching and student learning. AL 290-3-3-.42(4)(d)2.(ii) Internship
3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources. AL 290-3-3-.42(4)(d)2.(iii) Internship
4. Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies. AL 290-3-3-.42(4)(d)2.(iv) Internship
5. Design, implement, and assess learner-centered lessons and units that incorporate technology and use appropriate and effective practices in teaching and learning with technology. AL 290-3-3-.42 (4)(d)2.(v)
6. Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including, but not limited to, spreadsheets, web page development, digital video, the Internet, and email. AL 290-3-3-.42(4)(d)2.(vi)
7. Facilitate students' individual and collaborative use of technologies (including but not limited to spreadsheets, web page development, digital video, the Internet, and email) to locate, collect, create, produce, communicate, and present information. AL 290-3-3-.42(4)(d)2.(vii)
8. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to the diverse needs of learners, learning styles and the special needs of all students (e.g., assistive technologies for students with special needs). AL 290-3-3-.42(4)(d)2. (viii)
9. Evaluate students' technology proficiency and students' technology-based products within curricular areas. AL 290-3-3-.42(4)(d)2.(ix)
10. Use technology to enhance professional growth (e.g., through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses). AL 290-3-3-.42(4)(d)2.(x) Internship

\* These Alabama State Department of Education objectives will be documented via the College of Education Inventory of Candidate Proficiencies (ICP) which can be found online at <https://fp.auburn.edu/education/assessment/>.

## COURSE CONTENT AND SCHEDULE

Students meet with the professor individually, with the class, and with peer groups using Live Classroom video chat. Individual appointments are scheduled via email or phone. Meeting times with the professors will occur on Tuesdays during the course's assigned time slot (typically Tuesdays 4p.m. – 7p.m.). Students are expected to read and respond to TigerMail and blackboard posts daily.

*Course Calendar including content and schedule is attached separately. See Spring 2010 Calendar File, included for archiving.*

## COURSE REQUIREMENTS/EVALUATION

### Requirements

- Attend orientation session with the professor. (*First class meeting, Orientation assignments.*)
- Identify a topic and obtain approval from the professor. (*Research Question and CM Unit Plan Music Selection*)
- Write a proposal describing the study/project and a plan for completing and evaluating the study/project. (*Action Research Plan & CM Unit Plan*)
- Obtain appropriate written permission to work in schools as well as approval from Auburn University's Institutional Review Board to use human subjects. (*School Permissions*)
- Prepare and expand an annotated bibliography using *Publication Manual of the American Psychological Association (5<sup>th</sup> Ed.)* as work on the practicum progresses. (*Action Research Report & CM Unit Plan*)
- Schedule a minimum of six appointments with the professor or class seminars during the semester. (*Meeting Summaries, Peer Reviews, Live Classroom sessions*)
- Complete study/project according to timeline and report findings. (*Action Research Report*)

Note: Extensive quoting of material is not acceptable. All work in this course should be original work.

### Grading System

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be:

Item	% of Grade
Proposal for Research Question and Music Selection(s) for your Comprehensive Musicianship Unit	10%
Action Research Plan, Action Research Report, Comprehensive Musicianship Unit, Professional Work Samples	60%
Class Meetings, Individual Meetings with Professor, Meeting with Peers, Your Reviews of Peer Work (Documentation for each, including Live Classroom sessions)	20%
References (number and type of references, format) ( <i>Action Research Report, CM Unit Plan Resources</i> )	10%

Please Note: Satisfactory grades (S) are only assigned to projects earning at least a B (80 of 100 points).

## CLASS POLICY STATEMENTS

The instructor apologizes for the need to state so many course policies, however, all will have a more pleasant and educational experience if expectations are explained ahead of time. Any questions regarding policies should be directed to the instructor within the first week of class, otherwise, it is assumed that all understand the requirements. If one cannot conform to these expectations, they should drop the course no later than the first week of classes. The tone of these guidelines is not intended to be punitive nor are the guidelines intended to squelch interaction, but are provided for your success and consideration of all participants' efforts and energies.

Participation. Students are expected to participate in all class activities in a professional manner. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students are responsible for all materials posted by the instructor to the course web site or sent via email. (Five points will be deducted from the final grade for each failure to participate in class discussions and activities.) Discussion participation will be evaluated on frequency, professionalism, and scholarly content. If a student's lack of timeliness is detrimental to their assigned peer partner, then the peer may be assigned to another group and the student will fail the course.

Attendance/Absences. Students should check LiveClassroom each Tuesday at 4:00 for any live videoconferencing sessions. Students are expected to participate in all seminar and on-line discussions and participate in all exercises. Students who anticipate missing more than one on-campus seminar should register for the course as a distance education student (MUSI 7916).

Unannounced quizzes. There will be no unannounced quizzes.

Final exam. There is no final exam.

Due dates and Formats. Homework and course requirements must be submitted in the format indicated by the instructor, including all parts listed, to receive credit. All materials should be cited in APA format and extensive quoting of material is not acceptable. The instructor reserves the right to assign a grade of 0 for any suggestion of plagiarism. Late submissions will lose 1 letter grade per 24 hours. (Example: an assignment is 1-23 hours late, so one letter grade is deducted.)

Incompletes. Final semester grades of Incomplete will not be given except in cases of documented illness. Incompletes must be removed by the third week of the following semester.

Loaned materials. Students must return loaned course materials owned by Auburn University to the instructor by the due date given to receive a grade in this course.

Accommodations. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. *Fax or email* a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code. The AU Oath of Honor, Academic Honesty Code and Tiger Cub Rules and Regulations will apply to this class.

- AU Oath of Honor (<http://www.auburn.edu/tigercub/oath.php>)
- Student Academic Honesty Code (<http://www.auburn.edu/tigercub/rules/section1a.pdf>)
- Tiger Cub (<http://www.auburn.edu/tigercub/rules/index.php>)

Office Hours and Assistance. Your professors will be available in LiveClassroom on Mondays from 3:00-6:00 when they are not in group meetings. Students may request additional office appointments. The instructor will generally check email daily, Monday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. All course-related email must have the subject header "Practicum Spring 2008." If you call our office, leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Please allow at least 24 hours for a response and do not use multiple message for the same inquiry. (For example, use ONE email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry.

Students should contact the instructor or post to the discussion board questions related to the course content or course requirements. The GTA will NOT answer questions that should be directed to the instructor.

Professionalism. Student behavior and participation should adhere to the highest professional standards. Please report any instances of distracting communications from class participants to the instructor. Students should refer to Anti-Harassment & Non-Discrimination for Students ([https://fp.auburn.edu/president/policies/view\\_policies.aspx](https://fp.auburn.edu/president/policies/view_policies.aspx)), Auburn University Policy on Classroom Behavior, ([https://fp.auburn.edu/president/policies/view\\_policies.aspx](https://fp.auburn.edu/president/policies/view_policies.aspx)) and Policies of the Graduate School, (<http://www.grad.auburn.edu>) especially those regarding Plagiarism, Academic Progress, and the Graduate School

Calendar. Students are also responsible for adhering to university academic deadlines such as those for registration and withdrawal.

The Family Rights and Privacy Act. (Public Law 93-380) assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

1. All discussion about a student should be conducted with the teacher or university supervisor only.
2. Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
3. You should not discuss students with other parents, agencies, or other students.
4. Limit discussion to those involved with your assignment.
5. When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
6. Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

Note: It is your professional responsibility to limit distribution of video files as appropriate.

Professional Ethics. In this course you will be observing music teachers and describing their teaching. All discussion of teachers and their programs are to be confidential, confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teacher and music programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage teacher's careers (and your own).

College of Education Professionalism Policy. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or disposition are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Office Hours: The instructor cannot be available 24 hours per day, but will keep weekly office hours as indicated in class. During these periods, the instructor will be available by telephone. If you leave a voice message, state your name clearly and enunciate the callback number clearly and slowly. Students may request additional office appointments. The instructor will generally check email each day, Sunday-Friday. If for some reason the instructor is not able to do so, students will be informed ahead of time. Please allow at least 24 hours for a response and do not use multiple message medium for the same inquiry. (For example, use email message or ONE phone message.) The instructor will not respond to multiple versions of the same inquiry. Students should contact the instructor or post to the discussion board questions related to the course content or course requirements.

Technology: All students are expected to check TigerMail (<https://tigermail.auburn.edu/>) and course web site communications regularly. Students are responsible for reading and responding to messages from the instructor in a timely professional manner. Students who send questions in email or via discussion board should provide enough information so that the instructor can understand the questions.

All students will be required to submit assignments to the course web site, and, are required to know how to do so. Students are responsible for obtaining access to and knowing how to operate standard software such as Microsoft Word and PowerPoint (or Open Office). Students should refer to the "Contacts" page on the Music Education Graduate Student Orientation and Community site Open Blackboard (<http://blackboard.auburn.edu>) or the OIT web page (<http://www.auburn.edu/oit/index.php>) to obtain technical assistance.

Students are expected to utilize threaded discussions when appropriate instead of creating new threads. Threaded discussion assignments that are posted under new threads may not receive course credit. Student should also use the "Reply" function utilizing the heading in the received message in email.

Troubleshooting: Students are responsible for knowing how to access the electronic classroom tools and features and for trouble-shooting and maintaining their own equipment. At least a 3 Mb broadband Internet service is required and computers should be up-to-date with plenty of RAM. Students must have a microphone/headset and web cam or video camcorder connected to their computers and use them correctly for conferencing. All students should work through the Music Education Distance Training materials provided at the following web site well ahead of beginning the course.  
<http://www.auburn.edu/academic/classes/ctmu/techorient/technology.php>

See the Troubleshooting page on the Graduate Music Education Advising Site for tech help contacts:  
<http://www.auburn.edu/academic/classes/ctmu/techorient/troubleshooting.php>

Contingency Statement If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. See Dr. Kuehne if you have questions about this addendum.

Other. Students must satisfy all course objectives in order to pass this course. This means that every assignment must be completed and receive a passing grade to pass the course. In addition, the professor reserves the right to change this syllabus to best fit the learning needs of the students who are enrolled.