

AUBURN UNIVERSITY
COURSE SYLLABUS

Course Number: Independent Study: CTMU ~~7530~~ **7900**
Course Title: Organization of Program in Music Education
Credit Hours: 3 semester hours
Prerequisites: Admission to Graduate School
Co-requisites: None
Date Syllabus Prepared: Updated May 2012
Instructor: Dr. Jane M. Kuehne – kuehnjm@auburn.edu - 334-844-6852 (office) – 334-332-7228 (cell/text)

Required Texts:

- Mark, M. L. (Ed.) (2008). *A Concise History of American Music Education*. Reston: MENC.
- Elliott, D. J. (Ed.). (2009). *Praxial Music Education: Reflections and Dialogues* (2nd Ed). New York: Oxford University Press.
- Reimer, B. (2002). *A Philosophy of Music Education: Advancing the Vision* (3rd Edition).

Additional readings in current topics in research (print and electronic media) may be assigned.

Course Description: Program, organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices.

Justification for Graduate Credit:

This course is designed for certified teachers with some prior experiences teaching middle and secondary students. It builds upon their past experiences to refine teachers' professional rationales and program conceptualizations so that they are grounded in historical and contemporary perspectives on music education curriculum issues.

Course Objectives:

The student will be able to:

1. trace the major developments in music education in the United States.
2. discuss the changing attitudes toward education since the 1950s.
3. summarize the issues in various national reports on American education and their significance to music education.
4. discuss the major curricular approaches in music education.
5. describe the attempts of music educators to develop a unified philosophy of music education.
6. describe the role of the federal government in arts education and its impact on music education.
7. discuss needs of the profession to address such contemporary issues as technology, urban schools, jazz and pop idioms, and the special learner.
8. report on recommendations for teacher education programs to address the various issues and needs facing teacher education in music.

Course Content and Schedule:

Week 1 – Concise History – Choose Your Topic And Do Your Poster
Week 2 – Bennet Reimer – Read and Review Materials for Chapters 1-4/5
Week 3 – Bennet Reimer – Read and Review Materials for Chapters 5/6-9; Turn In Midterm Exam
Week 4 – David Elliot – Read and Review Materials for Chapters 1 – 9 (Shorter Chapters)
Week 5 – David Elliot – Read and Review Materials for Chapters 10 – 17 (Shorter Chapters)
Final Exam Days – Turn in Paper and Final Exam

Course Requirements/Evaluation:

1. 25% - written report and video of presentation on selected topic
2. 25% - text presentation (with instructor input, choose a selection from the readings and prepare a "poster-session" poster)
3. 25% - midterm exam (take home midterm)
4. 25% - final exam (take home final)

Grading System: A = 4, B = 3, C = 2, D = 1 (for each assignment)

Averages: A = 4-3.55 B = 3.54-3.15 C=3.14-2.75 D = 2.74-2.35 F = Below 2.35

Class Policy Statements:

Due dates and formats: Assignments and exams are due on the date required. If a student needs to submit it late, he/she must contact the professor to explain the reason.

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.

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. Bring 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 University Academic Honesty Code and the *Tiger Cub* Rules and Regulations pertaining to Cheating will apply to this class.

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

Other: Students must satisfy all course objectives in order to pass this course.