# AUBURN UNIVERSITY

**COURSE SYLLABUS**

**Course Number**: CTMU 4910

**Course Title**: Practicum in Music Education

**Credit Hours** Variable credit (For Community Music Minor, 6 hours)

**Prerequisites**: Departmental Approval

**Date Syllabus Prepared:** Updated May 2019

**Instructor:** Dr. Jane Kuehne – kuehnjm@auburn.edu

**RESOURCES**

1. NAfME National Standards found on the NAfME website (nafme.org)
2. Alabama Course of Study.
3. Texts from Elementary and Vocal/Instrumental Methods.
4. Tuning Fork
5. Office 365 – <http://auburn.edu/office365>
6. Regular Access to Canvas site for course.

**COURSE DESCRIPTION**

Cooperatively selected field experience. May count either CTMU 4910 or CTMU 4913.

**COURSE OBJECTIVES**

Throughout the practicum, the student will be expected to:

1. Demonstrate professionalism in attendance, clothing, speech, and actions.
2. Demonstrate beginning-to-advanced level musicianship requirements (vocal and instrumental performance and knowledge of best practices for each with various ages and ability levels) sufficient for solo performance and for teaching. [Canvas Video Assignments]
3. Demonstrate effective use of technology in teaching.
4. Demonstrate (through below) teaching abilities in elementary, middle, and/or high school music settings (general, instrumental, vocal) – you will have 2 placements (elementary and middle or high school).
	* Review, create, and use materials to teach in specified music teaching placements.
	* Reflect on teaching experiences through journaling.
	* Observe students during non-music times (i.e. recess/play time, non-music classes, etc.).
	* Reflect on observations.
	* Assist as deemed appropriate by the supervisor and/or cooperating teacher, including opportunities for individual, small-group, and large-group instruction.
5. Demonstrate beginning working knowledge of edTPA.

**COURSE CONTENT/SCHEDULE AND GRADING**

Students will complete teaching experiences at assigned placements during the semester based on an agreed-upon schedule.

Weeks 1-2 Orientation. Introduction to edTPA.

Weeks 3-12 Observe and Teach in Placement as scheduled – at least 18 hours. Two 5-week placements (one elementary, one middle or high school). Complete lesson/rehearsal plans, journals, observations.

Weeks 13-14 Review edTPA. Use lesson plans from placement to complete a mock portfolio.

Content for this course includes lesson plans for each lesson or lesson segment taught, materials for lessons, reflection journals, observation notes. All assignments are posted on Canvas.

Specifically, these include:

20% Attendance and Professionalism (Objective 1) – Measured through Weekly Performance Form

30% Demonstrate Musicianship skills (Objective 2) – Video Solfege (Major, Minor, Chromatic Scales), Recorder, and Percussion

50% Demonstrate Planning and Teaching (Objectives 3 and 4)

 Lesson and Rehearsal plans – 1 for each lesson taught.

 One lesson must incorporate technology.

 Journals and Reflections on Teaching (completed directly after teaching)

This course is Pass (“S”) or Fail (“U”). All assignments must be completed at a “B” level (80 or higher) to receive an “S” (pass) for this course.

**CLASS POLICY STATEMENTS**

Please see the Student Policy eHandbook for important information: <http://www.auburn.edu/student_info/student_policies/>

Attendance: Although Auburn University does not required attendance, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. In addition, attendance is part of the grade as it is a necessary skill that must be demonstrated for future success in a teaching classroom or other employment.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

Professionalism: 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 dispositions: (a) Engage in responsible and ethical professional practices; (b) Contribute to collaborative learning communities; (c) Demonstrate a commitment to diversity; and (d) Model and nurture intellectual vitality.

The instructor reserves the right to modify this syllabus to best fit the needs of the students.

Student Lab Attendance is Required. IF YOU MISS A LAB DAY, YOU MUST MAKE IT UP OR RECEIVE AN AUTOMATIC STARTING GRADE OF A “D” (or in the case of an S/U class, you will automatically receive a “U”). Note: The Instructor is NOT required to attend your labs. Furthermore, it is logistically impossible for her/him to attend all of the different lab placements each week. Lab attendance is for STUDENTS to gain observation and experiences. Lab Verification form is required at the end of the semester that documents lab attendance.

Lab Dress: You must dress formally. Nothing revealing or tight. Men may wear polo and dress pants, or a suit with tie. Women may wear nice dress pants and nice dress blouse, or dress with a skirt below the knee. NO LEGGINGS. NO TIGHT PANTS. Plan accordingly.

You must make a “C” or better in this class for it to count toward degree credit (or in the case of S/U, you must make an “S” for it to count for degree credit).

**SYLLABUS MODIFICATION**

The instructor reserves the right to correct errors in the syllabus, and/or to change its content to best fit the learning needs of the students.