**William L. Spadoni College of Education Coastal Carolina University**

**Course Syllabus**

**EDMU 496 : Music Education Internship Seminar**

**3 credits**

**Instructor of Record:** Dr. Tonya Propst

**Office Location:** Sands 127B

**Email:** tpropst@coastal.edu **Phone:** 349-6478

**Office Hours:** TBA

Also by Appointment

**Meeting Dates and Time: Meeting Location:**

TBA

TBA

**Intended Audience:** Music Education -Teacher Education Second Semester Seniors who are doing their internship

**Co-requisite:** EDMU 479 : Music Education Internship

**Course Description:**

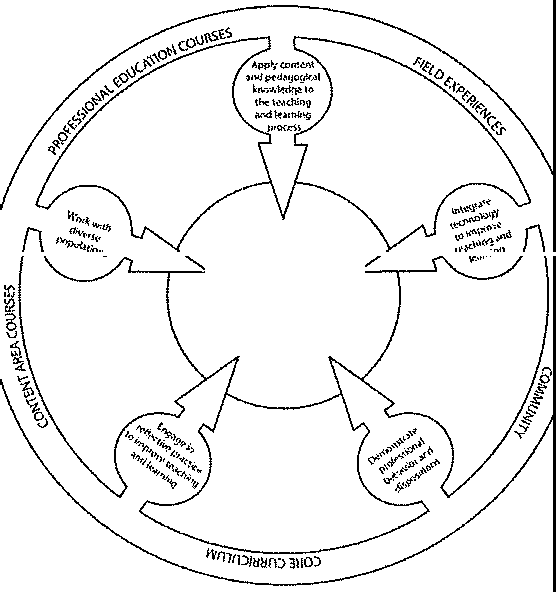
EDMU 496 Music Education Internship Seminar (3 Credits) The Music Education Internship Seminar provides candidates with the content and support required for successful completion of the internship and induction into the profession. Seminar topics include but are not limited to: student motivation and behavior; legal obligations and concerns of the profession; program advocacy; grant writing; technology usage; resume, cover letter and interview skills. (S)

**Textbook/Resources:**

* Wong, H.K., and Wong, R.T. *The First Days of School,* Mountain View, CA: Harry Wong Productions, 2014. **(Optional)**
* Live Text
* Moodle

**Conceptual Framework**

The overarching theme of the Conceptual Framework for all educator preparation programs is *"The Educator as Reflective Practitioner."* The initial and advanced teacher education programs and the advanced program in educational leadership focus on the development of knowledge, skills, and professional dispositions to ensure that all candidates are well prepared and meet all institutional, state, and professional standards at the completion of their program. The Conceptual Framework describes the shared vision of teaching, learning, and the preparation of teachers and school leaders. It outlines our philosophy and commitment to the education profession; guides programmatic decisions; and ensures coherence among curricula, field experiences, clinical practice, and the unit's assessment system. The Conceptual Framework reflects our commitment to integrate technology, demonstrate professional behavior and dispositions, engage in reflective practice, work with diverse populations, and apply content and pedagogical knowledge to the teaching and learning process.



/L--,---: REFLECTIVEL-,-J

**PRACT1110NER**

**Course Outline:**

Part I : Reflection

* · Implementing the Reflective Cycle
* Action and Application
* Constructing a Professional Development Plan

Part II: Collaboration

* Developing Advocacy Skills
* Personal Professional Development
* Using Community Resources
* Establishing Productive Relationships

Part III: Curricular Implementation

* Reducing Liability and Risk
* Decision Making
* Addressing Technology
* Professionalism and Continued Growth
* Creating Your Professional Portfolio

Part IV: Other Related Topics

* Instructional Planning
* Assessment
* Teaching and Learning
* Classroom Management
* Content
* Internship Requirements
* Teacher Licensure Requirements
* Professional Preparation
* Teacher Work Sample
* Current Professional Issues
* Legal aspects of teaching
* Collaboration in schools

**Unit Assessments and SPA Assessments required of this course:** Teacher Work Sample

**Course Objectives:** This course is designed to:

#### Provide opportunities for candidates to apply knowledge, dispositions and skills gleaned from their music education coursework during a semester long internship.

1. Emphasize student, school, community, legal, and ethical factors that influence professional practice.
2. Provide opportunities to participate in reflective, professional learning communities.
3. Expand their ability to reflect upon teaching practices to improve instruction.
4. Familiarize candidates with the procedures of getting a job.
5. Introduce candidates to the concept of being advocates for their field within schools and the surrounding community.
6. Assist candidates with grant writing knowledge and skills.
7. Create an awareness of the variety of administrative issues essential for a beginning teacher.

|  |  |
| --- | --- |
| **Student Learning Outcomes**  **At the end of this course and internship, candidates will be able to:** | **Standard Alignment Information**  CF Conceptual Framework & Candidate Proficiencies (2010)  SPA National Association Schools of Music (NASM 2019)  CAEP Council for the Accreditation of Educator Preparation A(CAEP 2013)  lnTASC: Interstate Teacher Assessment and  Sunnort Consortium |
| I. Participate as a member of a professional learning community. | CF *(4.3)*  SPA NASM *(3.a.7)*  CAEP *(1.4-1.5)*  lnTASC *(10)* |
| 2. Prepare materials and practice skills to present themselves as professionals during the interview process (resume & cover letter). | CF *(4.3)*  SPA NASM *(6.2)*  CAEP *(1.1-1.5)*  InTASC *(JO)* |
| 3. Create a newsletter, letter to parents, and a personal biography which will generate self and program awareness for parents,  students and the administration. | CF *(2.2)*  SPA NASM *(6.4)*  CAEP *(2.2-2.3)*  InTASC *(JO)* |
| 4. Maintain and submit a weekly journal for reflection. | *CF (5.1,5.2)*  *SPA NASM (6.2.3)*  CAEP *(1.4)*  InTASC *(10)* |
| 5. Be an advocate for their program and field of expertise within the school and surrounding community and have skills to exhibit the characteristics of being an advocate. | CF *(4.3)*  SPA NASM *(3.3)*  CAEP *(2.2-2.3)*  lnTASC *(JO)* |
| 6. Complete a Teacher Work Sample. | CF *( l. l-l.5,2.1,2.2,3.1,3.2,4.1-4.2,5. l,5.2)*  SPA NASM *(3.4)*  CAEP *(1.1-1.2)*  lnTASC *(1-10)* |

**Administrative Policy:**

1. **Attendance:** Candidates are expected to attend all seminars! Absences will be excused for:
   1. incapacitating illness (with verification from a Doctor),
   2. official representation of the University (verification is needed -an official representation of the University should be obtained from the individual supervising the activity),
   3. death of a close relative, and
   4. religious holidays.

***Absences, excused or not, do not absolve a candidate from the responsibility of completing all assigned work promptly.*** Candidates who miss assignments, announced quizzes or other classroom obligations due to **excused** absences will be allowed to make up the work, but documentation is required. It will be the responsibility of the candidate to contact the instructor and make arrangements.

In conjunction with University policy a grade of ***F*** will be assigned for excused or unexcused absences in excess of 25% of the regularly scheduled class meetings ***(with* 7 *total seminars, this means that you cannot miss any more than two seminars).*** For grading purposed, absences will affect the professionalism portion of the grade, as will tardies and/or early exits from class.

***It is a professional courtesy to notify the professor of a pending absence prior to class. Unexpected absences must be explained to the professor as soon as possible.***

1. **Assignments:** Complete all assignments on time and with care. They should be typed, neatly organized and professionally presented using 12 point font that is easy to read unless otherwise instructed. All assignments are due on the designated date. Failure to turn in any assignment on the proper date will result in a significant loss in your grade.

**One day late** =

**Two days late=**

**10% reduction**

**25% reduction**

**TWS Requirements**

*Deadlines for submitting each section of your TWS will be supplied by your University Supervisor within this course. Your first draft of each section shall be submitted to the university supervisor for feedback; however, your second draft will be the one that is submitted for a grade. Your first draft should be written as ifit is the only one you are going to write! "Notes" or a bulleted list will NOT be accepted in lieu of a thoroughly completed section. Due to time constraints and the needs of your students, it is not feasible to revise your TWS several times.* ***READ*** *your TWS prompts, follow directions carefully, and complete each step in sequence.* ***DO NOT*** *begin teaching your TWS until you have completed the first three sections of the TWS and have received approval for a well-planned design for instruction by your university supervisor.*

**Sections 1-4 must be submitted and scored PRIOR to the teaching of the unit.**

* **Failure to meet specified due dates could result in a failing grade for the course. Each section submitted after the posted due date will result in the lowering of your final grade by ½ of a letter grade unless you have discussed the date with your university supervisor and made alternate arrangements.**
* **You must provide the starting date for your unit to your university supervisor prior to teaching.**
* **You must earn a minimum score of 80 on sections 1-7 of the TWS to pass the**

**internship seminar as far as the College of Education is concerned, with nothing less than a 2 and must be at least a 3 for designated areas.**

* **For NASM, we expect at least 3** in **all areas.**

1. **Attire** & **Professionalism:** Candidates are expected to be in class on time and proper conduct and courtesy is expected. Appropriate class behavior is mandatory. You are expected to exhibit a positive and professional attitude throughout the course. Unprofessional behavior will result in the development of a Professional Improvement plan and the prospect of an F in the class.

Off Campus Professional Dress Code (to be used for internships and/or any time a student is representing Coastal Carolina Music Education).

* + Button down shirt/pull over shirt (no t-shirts)
  + Neat tailored long pants (wrinkle free or ironed)/skirts below the knees
  + Appropriate shoes/socks (no athletic shoes or flip flops).

***Your Professionalism Portfolio will be turned in at the end of the semester!***

1. **Class Participation:** You are expected to read the assigned material prior to class and participate in class discussions and in-class assignments. Participation means more than showing up for class. Be supportive of the participation of your peers in class activities and discussions as well as carefully listen and monitor your own classroom participation.
2. **Academic Integrity:** Candidates are expected to abide by Coastal Carolina University's policy as set in the student handbook.
3. **Electronic devices:** Cell phones and other electronic devices are not permitted in class at any time unless it is for instructional purposes.
4. **E-mail/ Moodie communication:** Please check your Coastal e-mail/Moodle on a regular basis. I will make every effort to respond to your e-mails ***within 24 /tours for messages received during the work week.*** I strongly suggest that you send a delivery and/or read receipt with your e-mail. ***Please do not expect an immediate reply on tlte weekends.***
5. **Special Needs:** If you have any learning disabilities or are alternately abled in any manner, or feel you need special dispensation, please contact the office of "Accessibility and Disability Services" Health Bldg. Ext 2315, so you may be accommodated.
6. **LIVETEXT Policy:**

The Spadoni College of Education adopted LiveText as a candidate assessment management tool in all programs (undergraduate and graduate) in 2006. Each program has identified required key assessments at the course level which are entered by the student into LiveText.

The Spadoni College of Education requires all degree seeking and/or licensure-only seeking students have a LiveText account. The purchase of LiveText is handled differently within each program and course. Details regarding the purchase of LiveText can be found at [http://www.coastal.edu/education/livetext.html.](http://www.coastal.edu/education/livetext.html)

Please note: Failure to submit a required assignment or assessment into LiveText may result in delayed processing of your final course grade (i.e, Incomplete) until this requirement is met.

1. **Diversity Form Submission:**

In order to receive a grade for the course, you must submit your diversity form in LiveText and have a hard copy in your portfolio.

**Academic Responsibilities:**

Infractions of academic discipline include, but are not limited to, the following:

I. **Cheating.** This refers to conduct during quizzes and examinations which shall include utilizing written or recorded information, or information obtained by any other means of communication, not specifically permitted by other than the instructor, and giving written or oral information, or information conveyed by any other means of communication, to another student. It also includes stealing, buying, selling, or unauthorized collaboration on any test, homework, assignment or project. A student who knowingly participates in another's cheating also commits cheating.

1. **Plagiarism.** This refers to submitting, as a student's own work, material obtained from another source without indicating the source from which it was obtained. It includes letting another person compose or rewrite a student's written assignment. Plagiarism includes submission of previously submitted term papers, computer programs not authored by the student, or material copied without attribution from published sources. It also includes a student's allowing another person to take all or part of a course or examination in his or her place. A student who knowingly participates in another's plagiarism also commits plagiarism.
2. **Disruption of Normal Instructional Activity.** No one may interfere with or disrupt the normal instructional activity and operations of students, faculty or staff of this institution. Examples of disruptive behavior can include, but are not limited to, arriving late to class or leaving class early, eating, arguing, complaining, asking off-track questions, or talking to others when the instructor is talking.
3. **Misuse of University Documents.** Forgery, alteration or misuse of any University document or record is prohibited.
4. **Fraud or Lying.** Lying or fraudulent misrepresentation in, or with regard to, any transaction with the University, whether oral or written, is prohibited.
5. **University Policies and Procedures.** A student who assists in any infraction mentioned previously shall be considered equally as guilty as the student who commits the infraction.

### Community Expectations and Student Code of Conduct:

##### Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and reporting the inappropriate action of others and are committed to creating an atmosphere of mutual respect and trust.

The revised *Code of Conduct* that is available on the web at:

([http://www.coastal.edu/conduct/documents/codeofconduct.pdf).](http://www.coastal.edu/conduct/documents/codeofconduct.pdf))

***On my honor,*** *I* ***pledge:***

* *That I will take responsibility for my personal behavior; and*
* *That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct. From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.*

**Course Assessments:**

1. Weekly journal (must be submitted as requested) no points will be allotted for this expectation!
2. Create a resume and cover letter -25 pts. each 50 points
3. Advocacy Assignment -25 pts. each (Newsletter, Letter to Parents, Website biography)75 points
4. Class Participation (25) and Professionalism Portfolio (50) 75 points
5. Teacher Work Sample 800 points

**1000 points**

**University Grading System:**

A final letter grade using a traditional scale of A-F will be assigned using the weights and grading scale below:

A 900-1000 pts

**B+** = 870-899 pts

#### B 800-869 pts

C+ = 770-799 pts

C = 700-769 pts

D+ 670-699 pts

D 600-669 pts

F below 600 pts

***Please note:***

* ***Candidates must pass both EDME and EDME to successfully complete the internship!***
* ***Majors in Music Education Teacher Education must receive a grade of "C" or better in the EDME Internship Seminar to pass this course.***
* **TWS must be met with a passing grade for the SPA requirements stated above Proficient in all categories).**
* **You must meet the Proficient Category for all categories by your SPA summative evaluation**
* **You must meet the Proficient Category for all categories by your ADEPT summative**

**evaluation**