I. Locator Information:
Instructor:  **Dr. Sheryl Linch-Parker**
Course # and Name: **EDUC 480 Student Teaching (Secondary Music)**  
Office Location: **Rosenthal Room 234**
Semester Credit Hours:  **11 credits**  
Day and Time Class Meets: **M, T, W, Th, F 8:00 a.m. – 4:00 p.m.**  
Office Phone:  **910-672-1528**
Total Contact Hours for Class: **165 hrs.**
Email address:  **slinch@uncfsu.edu**

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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf)

**Inclement Weather:** We will follow the Fayetteville State University inclement weather schedule. Please consult the university webpage, local radio and television statements for announcements. Blackboard Announcements with accompanying email will be the mode of correspondence this instructor uses to alert students to changes due to extenuating circumstances.

II. Course Description: An internship in the public secondary school providing prospective education professionals with opportunities to observe professionals in the classroom, to practice teaching under supervision, and to participate in other activities expected of regular in-service teachers.

III. **Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. **Textbook:** This course will utilize several teaching of music textbooks, journals, magazines and North Carolina adopted secondary school music textbooks. See list of state adopted secondary music textbooks in the Curriculum Lab.

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**Fayetteville State University School of Education Conceptual Framework**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a **Facilitator of Learning**, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision, which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Teacher Education program. The themes of our conceptual framework and associated expectations are:
<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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</thead>
</table>
| 1. Knowledgeable and Reflective | Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 2. Respect for Diversity and Individual Worth | Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 3. Working with Families and Communities | Candidates understand the contemporary family and communities and use that knowledge to help students learn, achieve, and succeed in life.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 4. Technological Competence and Educational Applications | Candidates understand that technology is a tool that supports learning and know how to utilize technology to enhance instruction, learning, research, and data management.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 5. Caring Dispositions and Ethical Responsibility | Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 6. Communication | Candidates communicate effectively and proficiently with all students, parents, peers, and administrators.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
| 7. Research and Leadership | Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to inform practice and to participate in research to expand their knowledge bases.  
**Music Education-Learning Outcome**: #5: Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.  
**Assessment**: Leadership and Collaboration Project, Case Study, Certification of Capacity and Exit Criteria |
North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course.

<table>
<thead>
<tr>
<th>I: Teachers demonstrate leadership</th>
<th>II: Teachers establish a respectful environment for a diverse population of students</th>
<th>III: Teachers know the content they teach</th>
<th>IV: Teachers facilitate learning for their students</th>
<th>V: Teachers reflect on their practice</th>
</tr>
</thead>
</table>

Music Education - **Student Learning Outcomes:**

1. Students will demonstrate and apply essential skills of musical performance.
2. Students will possess a comprehensive knowledge of music theory and demonstrate essential aural skills.
3. Students will possess a comprehensive knowledge of music history and synthesize the analysis of literature, performance styles, and genres of Western and non-Western music.
4. Students will devise a construct of music through aesthetic experience and critical and creative thinking.
5. Students will analyze and synthesize pedagogical strategies, assessment, and the nature of the learner.

Students will practice **skills** that will enable them to:

- A. Write and speak clearly and effectively.
- B. Serve the public school community.
- C. Work collaboratively with peers.

Students will demonstrate **dispositions** indicating that they:

- A. Appreciate and engage in self-reflection.
- B. Value each voice and use their own in class discussions.
- C. Show a commitment to ongoing learning.
- D. Value class time by attending regularly and on time.
- E. Complete assignments and tasks in a timely manner.
- F. Assume fair share of responsibilities.
- G. Are courteous and respectful.
- H. Have a positive professional attitude.
- I. Accept and use constructive criticism.
- J. Respect individual differences.

**V. Student Learning Outcomes** – Upon completion of this course, students will be able to:

1. describe roles of the cooperating teacher, university supervisor, director of teacher education, and student teacher;
2. develop lesson plans and lesson analysis appropriate for grade and subjects taught;
3. plan and implement activities that foster diversity in the classroom;
4. demonstrate application of computer operations and applications through class assignments, lesson plans, multimedia presentations, etc., and
5. develop an instructional technology portfolio according to established criteria.
6. complete and run a case study utilizing research and teaching strategies, and
7. develop leadership skills in a professional work environment.
VI. Course Requirements and Evaluation Criteria

Assessment and Evaluation:

Attendance Policy
Student teachers are required to complete fifteen **continuous weeks** of full-time supervised teaching at their assigned school site. As transitioning professionals, student teachers are expected to report to their assigned school in the same manner as all other employed professionals.

In case of an emergency take the following steps:

- Contact your Cooperating/Partnership Teacher, as soon as possible
- Notify your University Supervisor and the Office of Teacher Education (leave a voice message if necessary)
- Upon return to your assigned school, fill out a Request for Leave Form and submit the completed form to your University Supervisor (www.uncsu.edu/ote)
- The University Supervisor will determine if absence is excused and submit the form to the Office of Teacher Education.

Absences will be considered on a case-by-case base. All non-excused absences **must** be made up at the end of the student teaching/ internship experience, which could result in a grade of Incomplete. **Excessive absences (over five) and/or non-compliance with disposition issues of the overall student teaching internship experience requires a meeting with the Director of Teacher Education, a possible conference with the Dean of the School of Education, and may result in removal from the program.**

Grading Overview:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Case Study</td>
<td>250</td>
</tr>
<tr>
<td>Leadership &amp; Collaboration</td>
<td>250</td>
</tr>
<tr>
<td>Exit Criteria</td>
<td>110</td>
</tr>
<tr>
<td>Capacity for Teaching</td>
<td>300</td>
</tr>
<tr>
<td>Attendance &amp; Deadlines</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**PLEASE NOTE: All assignments are course requirements.**

On the Case Study and Leadership & Collaboration Rubrics (Score: 4 – 3.5 = A; Score: 3.49 – 3.0 = B; Score: 2.99 – 2.0 = C; Score Below 2.0 = F)

**Grading Procedures:** Please refer to the scoring rubric that accompanies each assignment for the specific criteria that will be used to evaluate that assignment.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Course Points Scale</th>
<th>University Grading Scale</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>900 -1000</td>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>800 - 899</td>
<td>83-91</td>
<td>B</td>
</tr>
<tr>
<td>700 - 799</td>
<td>74-82</td>
<td>C</td>
</tr>
<tr>
<td>600 - 699</td>
<td>65-73</td>
<td>D</td>
</tr>
<tr>
<td>599 or less</td>
<td>64 &amp; Below</td>
<td>F</td>
</tr>
</tbody>
</table>
**Institutional Guidelines**

**Academic Integrity** - Dishonesty in Academic Affairs

Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building. *Fayetteville State University Undergraduate Catalog pg. 85*

**Behavior in the Classroom**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
3. Use of cell phones and other electronic devices;
4. Overt inattentiveness (sleeping, reading newspapers);
5. Eating in class (except as permitted by the faculty member);
6. Threats or statements that jeopardize the safety of the student and others;
7. Failure to follow reasonable requests of faculty members;
8. Entering class late or leaving class early on regular basis; and
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior;
2. Direct student to change seating locations;
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
4. Dismiss class for the remainder of the period; (Must be reported to department chair)
5. Lower the student’s final exam by a maximum of one-letter grade; or
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.
**Class Attendance** - Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities – they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments. Campus and community enrichment opportunities will be announced and may be used for attendance make-up points.

During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class. - Please note that the WN grade is no longer in effect. Students must follow university protocol and announced deadlines (see calendar on www.uncfsu.edu) to withdraw from a class.

**Excused Absences**
Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

**Requesting an Absence due to Religious Observance**
A. At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

**Grade of Incomplete**
A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.
Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. Academic Support Resources – Use of Blackboard and recordings, resources, and scores available in the Fine Arts Resource Lab and the Charles Chestnut Library.

VIII.  
IX. Course Outline and Assignment Schedule (Refer to Assigned Student Teaching Schedule)