



**University of Central Florida**  
**MUE 3942 – Internship I**  
**Dr. Kelly A. Miller, Coordinator**

<b>Course Syllabus ~ Fall 2017</b>	
<b>Time:</b>	M/W/F or T/Th; regular school day hours of Supervising Teacher
<b>Office Hours:</b>	M/W – 10:30-12:00; T/Th – 1:00-2:00; or by appointment
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<b>Office:</b>	PACM 224

### **Internship Important Dates:**

**(dates vary depending on Mon/Wed placement or Tues/Thurs placement):**

First Placement officially begins	8/28
First Day Form due to University Coordinator	9/5
FEAP Assignment Due every second week	
FEAP #1	9/15
FEAP #2	9/22
FEAP #3	9/29
FEAP #4	10/13
FEAP #5	10/27
FEAP #6	11/10
FEAP #7	11/24
FEAP #8	12/1
First Placement ends for Internship I	10/13
Midpoint Evaluation due to University Coordinator	10/16
Second Placement begins for Internship I	10/16
First Day Form due	10/23
Second Placement Ends	12/8
Final Evaluation due to University Coordinator	12/8

### **Orientation Meeting:**

August 22 UCF Music Department Interns Meeting 5:30 PM; PACM 263

**As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. The academic activity is attendance and participation at the meeting on Tuesday, August 22<sup>nd</sup>.**

### **Internship I Overview:**

During Internship I, interns spend two days per week in classrooms in area schools. Approximately seven weeks are spent in an elementary school setting, and seven weeks in a secondary school setting. The interns have the opportunity to observe teaching and to work with students in order to gain an experiential background in how schools operate. Supervising teachers observe the interns working with students in various capacities (e.g., micro-teaching, leading sectional rehearsals and warm-ups, teaching full lessons if the intern is capable) and provide meaningful feedback (written and verbal) to them. By the end of Internship I, interns should have a good understanding of school operations and the role of a teacher. Interns are expected to submit weekly reflections and bi-weekly assignments.

### **Internship Structure and Goals:**

After a short period of orientation and observation, interns should be given the opportunity to work with individuals and small groups. When appropriate, they should be given the opportunity to teach short segments of a rehearsal. Having only 14 days with this experience, it is likely not appropriate to expect that interns will be capable of successfully teaching a full rehearsal on a regular basis. Rather, this should be treated as a lab experience to develop working skills the interns will take with them to Internship II.

### **General Expectations of Music Interns:**

1. Demonstrate regular and punctual attendance at assigned placement locations.
2. As much as the schedule permits, attend professional activities in the evenings and on weekends, as well as in-service days with the supervising teacher.
3. Demonstrate professionalism in dress and interactions with others.
4. Demonstrate integrity and responsibility at all times.
5. Maintain effective communication.
  - a. Communicate all anticipated absences to your supervising teacher and University Coordinator ASAP in advance.
  - b. Please notify the University Coordinator of any absences or class cancellations.
  - c. Understand what the supervising teacher expects.
  - d. Coordinate site observations with University Coordinator.
6. Submit the First Day Report to University Coordinator by the end of the first week.
7. Submit FEAP assignments to University Coordinator as **email attachments (Last name, FEAP #)**.
8. Submit written reflections to University Coordinator via email at the end of every week (due Sunday evening).

### **Observations by University Coordinators:**

Interns are observed twice during each placement. The observations are scheduled with the interns and supervising teachers via phone or e-mail. On the day of an observation, time is needed for a brief pre-observation conference and a post-observation conference. Lesson plans, copies of handouts, and music being rehearsed should be available for the University Coordinator during an observation. Lesson plans should include a conceptual objective, behavioral objectives, lesson procedure, materials needed, strategies/activities, accommodations for students with exceptionalities, and assessment methods. They should also indicate Next Generation Sunshine State Standards that are to be addressed.

### **Evaluation:**

The final grade (S or U) will be assigned by University Coordinator based on the following:

1. Midterm evaluation report from supervising teacher
2. Final evaluation report from supervising teacher
3. Observations & Evaluations from the University Coordinator
4. Timely submission of weekly reflections and eight bi-weekly FEAP assignments

<b>Accommodations for the differently-abled (alternate testing opportunities, support for</b>	The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students
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<b>signers, etc.)</b>	who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.
<b>Academic integrity</b>	UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a text, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. Please review the behavior standards at: <a href="http://www.goldenrule.sdes.ucf.edu/11_behavior.html">http://www.goldenrule.sdes.ucf.edu/11_behavior.html</a>
<p><b>The UCF Creed</b></p> <p>Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.</p> <p><b>Integrity</b> I will practice and defend academic and personal honesty.  <b>Scholarship</b> I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.  <b>Community</b> I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.  <b>Creativity</b> I will use my talents to enrich the human experience.  <b>Excellence</b> I will strive toward the highest standards of performance in any endeavor I undertake.</p>	