

SHENANDOAH CONSERVATORY
of Shenandoah University

MUSIC EDUCATION PROGRAM

BACHELOR OF MUSIC IN MUSIC EDUCATION

HANDBOOK

2009-2010



Updated as of April 13, 2009

Name:

Address:

TABLE OF CONTENTS

Bachelor of Music in Music Education Handbook

Introduction and Statement of Purpose.....	1
I. Academic Considerations	
A. General Suggestions.....	2
B. Course Prerequisites.....	2
C. Electives.....	2
D. Distribution of Courses.....	3
E. Dual Licensure.....	3
II. Admission to Candidacy	
A. Requirements for Candidacy.....	4
B. Personal Reference Forms.....	4
C. Professional Licensure Examinations.....	6
D. Completion of Observations.....	7
E. Screening Interview.....	7
III. Admission to Directed Teaching in Music	
A. Completion of Prerequisite Courses to Directed Teaching.....	9
B. Satisfactory Overall Grade Point Average.....	10
C. Applied Performance Level.....	10
D. Filing of Application for Directed Teaching.....	10
E. Course Load with Directed Teaching.....	10
IV. Forms	
A. Personal Reference Forms.....	11
B. Form Letter/Observation Request.....	12
C. Observation Report.....	13
D. Log of Observations and Personal Screenings.....	14
E. Screening Interview Form.....	15
F. Application for Directed Teaching (Instrumental).....	17
G. Application for Directed Teaching (Vocal).....	18
H. Directed Teaching Information Form.....	19
I. Sample Teaching Information Form.....	20
J. Sequence of Courses (Instrumental).....	21
K. Sequence of Courses (Choral/General).....	22

INTRODUCTION

This handbook has been developed by the Music Education faculty to guide and assist students pursuing the Bachelor of Music in Music Education Degree. It includes information regarding the music education curriculum, policies, and requirements and has been created to assist you in completing your undergraduate degree and professional studies courses required for teacher licensure.

Included are instructions and forms for fulfilling the Bachelor of Music in Music Education requirements in pre-directed teaching observation and personal screening, plus application materials for directed teaching.

Since the information and forms in this handbook will be used over an extended period of time, it is important that it be kept in a secure location to prevent loss. Replacement copies may be purchased at the bookstore.

STATEMENT OF PURPOSE

The purpose of the Bachelor of Music in Music Education program is to provide professional preparation and educational experiences, which culminate in directed teaching and the awarding of the Baccalaureate Degree. The curriculum is designed to develop the musician and educator in the distinctive conservatory setting while meeting the standards set for teacher licensure.

The objectives of the Music Education program are to produce a student who will have:

1. a comprehensive and integrated understanding of music theory, literature, and history;
2. adequate preparation in conducting, analyzing, arranging, and composing;
3. a philosophical basis for the planning and implementation of an inclusive program of music education consistent with the aesthetic nature and function of music and the other arts in a pluralistic society;
4. developed musical sensitivity and technical proficiency in musical performance areas;
5. developed professional awareness and communication skills pertaining to the music teaching process at all learning levels.
6. developed the capacity and the disposition for continued learning in the field of music;
7. demonstrated a knowledge of both fundamental and advanced music theory concepts;
8. demonstrated at an acceptable level functional keyboard skills;
9. demonstrated a knowledge of musical language and grammar and an understanding of the common elements of music;
10. exhibited knowledge of the historical development of music in order to place compositions in stylistic perspective from not only the western art music tradition, but also from a wide diversity of other styles; and
11. formed and defended evaluative judgments about music.

I. ACADEMIC CONSIDERATIONS

A. General Suggestions

The successful completion of all academic requirements is the responsibility of the students. The following suggestions are directed to the attention of all Bachelor of Music in Music Education students.

1. The academic advisor should be consulted frequently--especially transfer students, those students completing more than one curriculum, or those students pursuing dual licensure.
2. Course work should be planned ahead, ideally all the way to graduation.
3. Course work should be taken in sequence. A worksheet for each music education curriculum is enclosed. The academic advisor maintains similar records. Students are encouraged to compare their worksheets with their advisor's records.
4. Students should be aware of prerequisites and courses that are offered in alternating years.
5. Students should refer to the undergraduate catalog for University guidelines and policies.

B. Course Prerequisites

The following is a partial list of music education courses that have prerequisites. Students must complete the appropriate prerequisites to insure completion of the music education curriculum within four (4) years.

<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>
MUTC 102	MUTC 203	MUCO 361	MUED 421
MUTC 109	MUTC 204	MUCO 363	MUED 422
MUTC 201	MUTC 205	MUCO 364	
MUTC 202	MUTC 206		

C. Electives

Electives in the curriculum: Electives in the curriculum are chosen from the courses that fulfill the General Education requirements. Those courses are identified on the Sequence Sheet with "GE." Consult the catalog for a list of courses that fulfill the General Education requirements. (Note that at least one course used to fulfill the "Moral Reasoning" Domain must be a course that use the PHIL prefix.)

Ensemble Electives: (8 semester duration, 16 credits) Ensemble participation is required during every semester of full-time enrollment. Instrumental concentration must include 12 credits of large ensemble, 4 credits of large or small ensemble or both.

Voice Minor Electives: Virginia teacher licensure requirements specify that all students completing the Music Education curriculum must present evidence of voice study. For students in the instrumental teaching curriculum, Voice Class fulfills this requirement. Students in the choral/general teaching curriculum who are not voice majors should complete voice minors.

D. Distribution of Courses

See current Catalog and Tracking Sheets (pp. 21 & 22) for courses required for the Bachelor of Music in Music Education Degree.

E. Dual Licensure

The Bachelor of Music in Music Education curriculum is offered with instrumental or choral/general concentrations. Students wishing to be licensed in both the instrumental and choral/general areas must complete additional credit hours in the second area of concentration.

Areas of concentration are based on the student's applied major (traditional band and orchestral instruments = instrumental concentration, and voice or piano = choral/general concentration).

A student majoring in choral/general music education, who wants to receive additional licensure in instrumental music education, will be required to take:

1. eight hours in instrumental methods and materials (MUED 329, MUED 330, MUPP 313, MUPP 314, MUPP 316, and MUPP 318);
2. four hours of major instrumental ensemble (MUEN 301, MUEN 302, MUEN 303 or MUEN 304); and
3. either Marching Band Techniques or Instrumental Conducting.

A student majoring in instrumental music education who wants to receive additional licensure in choral/general music education, will be required to take:

1. six hours in vocal methods and materials (MUED 321, MUED 322, MUPP 323);
2. four hours of major choral ensemble (MUEN 311, MUEN 312 or MUEN 313); and
3. three and one-half hours selected from Introduction to Lyric Diction, Show Choir Methods or Choral Conducting.

Students seeking dual licensure must participate in an ensemble that represents the secondary area of licensure for at least two semesters.

II. ADMISSION TO CANDIDACY

Shenandoah University, in conjunction with the Virginia Board of Education, seeks quality candidates for teacher licensure. The following is a description of the Shenandoah Conservatory system of assessment for music education majors. A comprehensive system, which includes more than one measure, is used to assess the personal characteristics, communications, and basic skills proficiency of candidates preparing to teach.

All of the requirements MUST be met before students are and allowed to enroll in: MUED 321, MUED 322, MUED 323, MUED 329, MUED 330, MUED 333, MUED 334 and MUED 335.

Students must meet the established requirements for candidacy including a screening interview to be formally accepted to the Shenandoah teacher licensure program. The Shenandoah system includes the following:

A. Requirements for Candidacy

- Completion of General Education Math Course
- Completion of General Education Written Expression Course
- Completion of Public Speaking Screening or General Education Oral Communication
- Personal Reference Forms
- Pass VCLA and Praxis I
- Completion of 16 hours of Pre-Directed Teaching Observations
- Interview with music education faculty

The successful completion of the above mentioned process will certify the student's eligibility to be admitted to the Professional Licensure Track in the Music Education program.

Students are encouraged to maintain their own records using the form on page 15.

B. Personal Screening Reference Forms

Recognizing that more than academic achievement is necessary for success in teaching, each student must be evaluated in personal areas prior to entry into directed teaching. A waiver is included on the reference form to ensure the confidentiality of the evaluator's comments. These evaluations consider such areas a professional maturity, ability to work with others, oral and written communication skills, ability to accept constructive criticism and so forth. Based upon these evaluations, students are counseled by their advisors or music education faculty. If appropriate, additional counseling and/or evaluations may be required. The student is responsible for the distribution of these personal reference forms.

One personal reference form is included in this booklet (p. 11), which should be duplicated as necessary for distribution to the evaluators. Four reference forms should be completed by the student's:

1. Advisor
2. Major Applied Teacher
3. Ensemble Director
4. MUED Teacher

When preparing reference forms for distribution students should complete the information at the top of the form **including the waiver and indicate the person who should receive the completed form (Marlatt, Standerfer or Zerull).**

The student should record the date the form is submitted to the evaluator and the evaluator's name on the enclosed Screening Interview Form (p. 15). This is a duplicate of that maintained by the music education faculty.

It is the responsibility of the student to ensure that all forms are completed and returned. Duplicate forms should be given to evaluators who do not respond promptly. A notification is provided to the student after the form has been checked and posted to the student's record. All forms should be completed and recorded during the scheduled months and students should ascertain that all forms are recorded before leaving campus for the summer.

If the returned Personal Reference Forms indicate that there are areas that may cause problems in directed teaching, the student is contacted by music education faculty for a discussion of the problem(s) and possible solutions when necessary.

Again, it is the responsibility of the student to ensure that all forms are completed and returned. Duplicate forms should be given to evaluators who do not respond promptly. All forms should be completed and recorded during the final month of the academic year and students should ascertain that all forms are recorded before leaving campus for the summer.

C. Professional Licensure Examinations—Praxis & VCLA

Applicants for professional licensure must present evidence of passing scores for Praxis I (SAT/ACT) and VCLA (Virginia Communication and Literacy Assessment).

PRAXIS I - Virginia's Minimum Passing Scores

Pre-Professional Skills Test – Paper & Pencil			Pre-Professional Skills Test (Computerized)		
Praxis I PPST	TEST CODE	PASSING SCORE	Praxis I C-PPST	TEST CODE	PASSING SCORE
Mathematics	10730	178	Mathematics	5730	178
Reading	10710	178	Reading	5710	178
Writing	20720	176	Writing	5720	176
PPST Composite score		532	C-PPST Composite Score		532

Score reports must be sent to Shenandoah University Registrar **and** to Music Education Program Advisors.

SAT as a Substitute for Praxis I

SAT Taken Prior to April 1, 1995 – a score of 1000 with at least 450 on the verbal and 510 on the mathematics tests;

SAT Taken After April 1, 1995 – a score of 1100 with at least 530 on the verbal and 530 on the mathematics tests as a substitute for Praxis I.

ACT as a Substitute for Praxis I

ACT Taken Prior to April 1, 1995 – a composite score of 21, with the ACT mathematics score no less than 21, and an ACT English Plus Reading score no less than 37.

ACT Taken After April 1, 1995 – a composite score of 24, with the ACT mathematics score no less than 22, and an ACT English Plus Reading score no less than 46.

Virginia Communication and Literacy Assessment (VCLA)

The Virginia Communication and Literacy Assessment will be required for initial licensure effective January 1, 2006, unless an individual meets the exemption criteria. Refer to the following Web site for more information about the test content, test dates, costs, accommodations for individuals with disabilities, and registration: www.vcla.nesinc.com.

On March 22, 2006, the Board of Education approved cut scores for the Virginia Communication and Literacy Assessment (VCLA). The cut scores for the VCLA are as follows:

- Writing Sub Test: 235
- Reading Sub Test: 235
- Composite Score: 470

Praxis II

Praxis II is taken *after* admission to the teacher licensure program and prior to directed-teaching. Completion of Praxis II and is required for teacher licensure. Registration for Praxis II is recommended following the completion of Music History course requirements.

NOTE: Minimum passing scores for Praxis I, VCLA, and Praxis II are determined by the Virginia Department of Education (VDOE). Minimum passing scores are subject to change based on VDOE rulings.

D. Completion of Pre-Directed Teaching Observations.

Music education students are required to complete the following observation requirements.

Time Requirement

A minimum of 25 clock hours of visitation and observation is required. More than 25 clock hours may be completed, and all hours up to a maximum of 50 hours will be applied toward the directed teaching and licensure requirements. Scheduled observations for various methods classes may be applied to the visitation requirements.

Distribution of Observation Hours

1. Freshman year - minimum of 8 clock hours;
2. Sophomore year - minimum of 8 clock hours;
3. Junior year (Post-Candidacy) - minimum of 9 clock hours to be completed **before** the application for directed teaching is due.

Areas of Observation

Observations should be in the area (choral/general or instrumental) in which the student expects to teach. The following distribution is required:

1. Visitation of at least two different teachers.
2. Visitation of at least two different schools.
3. Visitation of at least six of the required 25 hours in elementary situations.
4. Visitation of at least six of the required 25 hours in secondary situations.

Location of Observations

1. Visitation of the student's former teachers will **not** apply to the requirement.
2. It is advisable to observe in a variety of locations (communities, grade levels, subject areas, urban/rural, and so forth).

Scheduling the Observation

Scheduling appointments to observe is the student's responsibility. The student should contact the school in which the observation is desired, using the form letter included in this booklet (p. 11), or preparing a similar letter. The form letter may be duplicated as necessary. Some school systems have permission procedures that require action by several people and may necessitate the completion of special request forms. Schools should not be visited without making prior arrangements.

Completing the Observation

1. Upon arrival at the school, the student should:
 - a. report to the office
 - b. identify him/herself
 - c. show letter arranging the visit
 - d. get a visitor's pass
 - e. ask for directions to the observation site
2. Students must be professional in all aspects of the visits, by dressing neatly, being courteous, and on time. The visit may be canceled only with very good reasons, notifying the teacher and school as far in advance as possible.
3. The student must be prepared to participate in the class if invited. The student should be gracious, friendly and courteous, remembering that any school may be a prospective employer.
4. The student must obtain a validating signature on the Observation Report. The Observation Report (p. 13) should be duplicated so that enough forms will be available for all required observations. At the time of the observation only the specific information at the top need be completed before the signature of the teacher in charge is obtained. Detailed comments should be added after the observation takes place. Observation reports are filed with Dr. Standerfer, Dr. Marlatt, or Dr. Zerull.

Recording Observation Reports

It is advised that you maintain your own record of visitations on the Personal Evaluation and Observation Report.

Observation Suggestions

Observation is one of the most important activities in the development of a teacher. Learning to observe purposefully is a gradual process that requires guidance and self-discipline. Throughout the observation process prospective teachers have an opportunity to grow in understanding of students at various levels, observe teaching techniques in practice, and gain a respect for the art of teaching.

The following guidelines are presented to give direction to observation activities:

- Observation, to be effective, must be purposeful.
- You should not go into a situation with the attitude of just looking around to see what you can see. Have in mind a number of definite things to look for.
- They should be arranged in an order of priority.
- In the event you are unable to observe the things you particularly want to see, you should look for others that you have listed.

Some of the things you should look for in the classroom include:

1. How is **discipline** addressed by the teacher?
2. Are the **physical conditions** of the room conducive to learning?
3. How does the teacher **motivate** the students?
4. How quickly does the teacher move from one song/activity to the next (**pacing**)?
5. How did the teacher **vary** the types of activities?
6. Were all activities **appropriate for the age/grade level**?
7. How did the teacher **assess** student achievement?
8. What types of **equipment, visual aids, props** were employed by the teacher?
9. How does the teacher **engage** the students in the learning process?
10. How is **professionalism** reflected in the educational process?

E. Screening Interview

All Music Education undergraduate students must schedule and pass a screening interview. These interviews are scheduled each spring semester in April. Students enrolled in MUED 236 Curriculum and Assessment in Music (taken sophomore year) will be advised on the screening interview process. Students who have taken MUED 236 or its equivalent are responsible for scheduling a screening interview and completing requisite tasks for candidacy.

During the interview, Music Education faculty will review a student's candidacy application and ask questions regarding application information or other aspects related to the student's preparation as a pre-service music educator. The faculty will indicate the result of the interview as a Pass, allowing admission to the program; a Conditional Pass, requiring fulfillment of specified criteria; or Fail, specifying the criteria not met for admission to the program.

III. ADMISSION TO DIRECTED TEACHING IN MUSIC

Admission to Directed Teaching involves the following requirements.

A. Completion of Prerequisite Courses to Directed Teaching

A minimum grade of “C” is required in each of these prerequisite courses.

Choral/General Music Education:

MUED 135	Foundations of Education in Music
MUED 136	Reading and Literacy in Music
MUTC 101	Introduction to Music Theory
MUTC 102	Diatonic Harmony and Simple Forms
MUTC 109	Ear Training
MUTC 201	Chromatic Harmony and Compound Forms
MUTC 204	Advanced Aural Skills
MUTC 206	Advanced Sightsinging
MULT 201	History of Western Music I
MULT 202	History of Western Music II
APCP 306	Basic Piano and Keyboard Harmony Skills
MUCO 361	Beginning Choral and Instrumental Conducting
MUCO 363	Choral Conducting
MUED 336	Intro to Curriculum and Assessment in Mus Ed
MUED 321	Elementary Choral/General Music Methods
MUED 322	Middle School Choral/General Music Methods
MUED 323	High School Choral/ General Music Methods
MUED 333-334-335	Field Experience
MUED 325	Show Choir Methods

Instrumental Music Education:

MUED 135	Foundations of Education in Music
MUED 136	Reading and Literacy in Music
MUTC 101	Introduction to Music Theory
MUTC 102	Diatonic Harmony and Simple Forms
MUTC 109	Ear Training
MUTC 201	Chromatic Harmony and Compound Forms
MUTC 204	Advanced Aural Skills
MUTC 206	Advanced Sightsinging
MULT 201	History of Western Music I
MULT 202	History of Western Music II
APCP 306	Basic Piano and Keyboard Harmony Skills
MUCO 361	Beginning Choral and Instrumental Conducting
MUCO 364	Instrumental Conducting
MUED 336	Intro to Curriculum and Assessment in Mus Ed
MUED 329-330	Instrumental Music Methods
MUPP 313	Percussion Class
MUPP 314	String Class
MUPP 316	Woodwind Class
MUPP 318	Brass Class
MUED 303	Jazz Teaching Techniques
MUED 333-334	Field Experience

B. Satisfactory Overall Grade Point Average

A minimum overall grade point average of **2.5** is required for Directed Teaching.

C. Applied Performance Level Minimum

Prior to directed teaching, AP** 322 must be completed.

D. Filing of Application for Directed Teaching

Before being considered for admission to Directed Teaching, all prerequisite courses, observations, and personal screenings must be completed. In addition, the candidate must have an overall grade point average of 2.5. Application forms and other supporting materials must be submitted as detailed below.

Materials Required - The following materials must be typewritten. These forms will be sent to teachers and school administrators for directed teaching placement.

1. Application for Directed Teaching (pp. 17 or 18)
2. Directed Teaching Information Form (p. 19)
3. Unofficial resume (Sample p. 20)
4. TB Test

Due Dates - all forms must be submitted to your advisor during midterm week of the semester prior to planned directed teaching.

Preferences - The primary objective is to place directed teachers in situations that will be most beneficial to their development as professionals. Directed teaching placement is the responsibility of the Shenandoah Music Education faculty. All placements are within (approximately) a one-hour radius of the University.

E. Course Load with Directed Teaching

During the semester of directed teaching, primary responsibility will be the teaching assignments. To allow enough time to successfully complete these assignments and responsibilities, loads during the directed teaching semester should consist of the following:

Directed Teaching	8 credits
Applied Lessons	2 + 1 credits
Ensemble	2 credits

Additional course work requires permission from the academic advisor and must be scheduled in the evening.

Bachelor of Music in Music Educational Reference Form

Evaluation of MUED Student: _____

Faculty/Staff Evaluator: _____

Relationship to Student:

Advisor MUED Teacher
 Applied Teacher Ensemble Director
 Other: _____

I _____ hereby: _____ waive my right _____ do not waive my right to see this evaluation.

Signature: _____ Date: _____

Please complete the following evaluation of the above-mentioned student to insure his suitability for a career in teaching. Return the completed evaluation to Dr. Standerfer, Dr. Marlatt, or Dr. Zerull in a sealed envelope to ensure confidentiality.

_____ The above-mentioned student demonstrates positive traits necessary for a successful career in teaching.

_____ I have had limited or no opportunity to observe the above-mentioned student. Please advise him to seek another evaluator.

_____ The above-mentioned student should re-examine the following areas as they relate to a professional teaching career:

Professional Maturity Ability to Work With Others
 Oral Communication Skills Written Communication Skills
 Punctuality Ability to Accept Constructive Criticism
 Demonstration of Interest in the Learning Process
 Other: _____

Use Reverse Side for Additional Comments

Signature of Evaluator: _____

Dear _____

I am writing to request permission to visit your school on _____.
I am a music education major at Shenandoah University in Winchester, Virginia. As part of the degree requirements I must observe practicing teachers.

I will need a signature from the teacher(s) I observe to certify my visit. Upon arriving to your school I will report to the office for instructions and directions.

Thank you for your consideration. I look forward to hearing from you.

Sincerely,

Print Name: _____

Telephone: _____

This statement certifies that the aforementioned student is enrolled as a music education major at Shenandoah University, and is required to observe practicing teachers.

Your cooperation is greatly appreciated. Please do not hesitate to contact us if you have questions or comments.

Sincerely,

Jeffrey Marlatt, Ph.D.
Associate Professor
Music Education
(540) 665-7349

Sincerely,

Stephanie L. Standerfer, Ph.D.
Assistant Professor
Music Education
(540) 535-3469

Sincerely,

David S. Zerull, Ph.D.
Professor
Music Education
(540) 545-4639

Observation Report

Name _____ Date _____

Site visited _____ Address _____

Time entered _____ Time left _____ Time logged: _____ hours _____ minutes

Describe setting and persons involved: _____ Elementary

_____ Secondary

Describe the instructional content of the lesson:

Materials used:

Comments: (procedures, techniques, pacing, sequence, motivational ability)

Signature of Student

Signature of Classroom Teacher or Administrator

**Bachelor of Music in Music Education Requirements
Pre-Directed Teaching Observation Log**

Name: _____

Entered BM-ME curriculum as ___ Freshman ___ other (_____)

Freshman Year Observations

school	date	ele. Hrs.	sec. hrs.	initial
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	totals	_____	_____	_____

Sophomore Year Observations

school	date	ele. Hrs.	sec. hrs.	initial
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	totals	_____	_____	_____

Junior Year Observations

school	date	ele. Hrs.	sec. hrs.	initial
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	totals	_____	_____	_____

Grand totals _____ _____

Reference Forms:

Completed By	Date	Name of Evaluator
1. Advisor		
2. Major Applied Teacher		
3. Ensemble Director		
4. MUED Teacher		

Areas of Concern (if any as noted by Evaluators):

Interview Comments:**Interview Results:**

Pass - _____ successfully completed the Music Education Screening Interview and is eligible to be admitted to the Professional Licensure Track in Music Education.

Conditional Pass - _____ did not complete the following requirements of the Music Education Screening Interview:

Upon completion of the requirements listed above, the student will arrange to meet with the Music Education Licensure Coordinator to seek admittance to the Professional Licensure Track in Music Education.

Fail - _____ is not admitted to the Professional Licensure Track in Music Education.

By my signature, I certify that the preceding information is accurate and complete. I have participated in the Music Education Screening Interview process and have been advised of the Interview Results.

Student Signature: _____ Date: _____

Shenandoah Conservatory
Application for Directed Student Teaching

Name _____ Permanent Telephone _____

Permanent Address _____

Prerequisites: Enter grade received before each completed course. Grade of C is the minimum required.

	<u>Date</u>	<u>Grade</u>	<u>Instrumental Concentration</u>
MUED 135	_____	_____	Foundations of Education in Music
MUED 136	_____	_____	Reading and Literacy in Music
MUTC 101	_____	_____	Intro to Music Theory
MUTC 102	_____	_____	Diatonic Harmony and Simple Forms
MUTC 109	_____	_____	Ear Training
MUTC 201	_____	_____	Chromatic Harmony and Compound Forms
MUTC 204	_____	_____	Advanced Aural Skills
MUTC 206	_____	_____	Advanced Sightsinging
MUED 236	_____	_____	Curriculum and Assessment in Music
APCP 305	_____	_____	Advanced Piano and Keyboard Harmony
APCP 306	_____	_____	Score Reading
MUCO 361	_____	_____	Beginning Conducting
MUCO 364	_____	_____	Instrumental Conducting
MULT 201	_____	_____	History of Western Music I
MULT 202	_____	_____	History of Western Music II
MUED 324	_____	_____	Marching Band Techniques
MUED 329	_____	_____	Instrumental Methods and Materials
MUED 330	_____	_____	Instrumental Methods and Materials
MUPP 303	_____	_____	Pedagogy of Jazz Teaching Techniques
MUPP 313	_____	_____	Percussion Class
MUPP 314	_____	_____	String Class
MUPP 316	_____	_____	Woodwind Class
MUPP 318	_____	_____	Brass Class
MUED 333	_____	_____	Field Experience
MUED 334	_____	_____	Field Experience

Requested semester and year for Directed Teaching: _____

Shenandoah Conservatory
Application for Directed Student Teaching

Name _____ Permanent Telephone _____

Permanent Address _____

Prerequisites: Enter grade received before each completed course. Grade of C is the minimum required.

	<u>Date</u>	<u>Grade</u>	<u>Choral/General Concentration</u>
MUED 135	_____	_____	Foundations of Education in Music
MUED 136	_____	_____	Reading and Literacy in Music
MUTC 101	_____	_____	Intro to Music Theory
MUTC 102	_____	_____	Diatonic Harmony and Simple Forms
MUTC 109	_____	_____	Ear Training
MUTC 201	_____	_____	Chromatic Harmony and Compound Forms
MUTC 204	_____	_____	Advanced Aural Skills
MUTC 206	_____	_____	Advanced Sightsinging
MUED 236	_____	_____	Curriculum and Assessment in Music
APCP 305	_____	_____	Advanced Piano and Keyboard Harmony
APCP 306	_____	_____	Score Reading
MUCO 361	_____	_____	Beginning Conducting
MUCO 363	_____	_____	Choral Conducting
MULT 201	_____	_____	History of Western Music I
MULT 202	_____	_____	History of Western Music II
MUED 321	_____	_____	Elementary School Methods & Materials
MUED 322	_____	_____	Middle School Methods and Materials
MUED 323	_____	_____	High School Methods and Materials
MUED 325	_____	_____	Show Choir Methods
MUED 333	_____	_____	Field Experience
MUED 334	_____	_____	Field Experience
MUED 335	_____	_____	Field Experience

Requested semester and year for Directed Teaching: _____

**Shenandoah Conservatory
Directed Teaching Information Form**

Name _____ Date _____

Address (Home) _____ Telephone _____

Address (School) _____ Telephone _____

Semester/Year _____ Advisor _____

Subject or Grade Level Requested _____ Car available: Yes ___ No ___

Educational Background

Elementary School _____

Secondary School _____

Other Colleges _____

Previous Degree, if any _____

Anticipated Date of Graduation _____

Professional Preparation

Degree Program at Shenandoah _____

Applied Major _____ Applied Minor _____

Other Areas of Performance _____

Prior Teaching Experience _____

Other Information

Shenandoah Musical Activities _____

Recitals _____

Travel _____

Outside Work Experience _____

Camp Experience _____

Church Experience _____

Hobbies _____

John B. Good

**484 Wilson Avenue
Alexandria, VA 22088**

**(xxx) xxx - xxxx
jgood@su.edu**

EDUCATION

In progress	Bachelor of Music Education (anticipated, 2015) Shenandoah Conservatory of Shenandoah University Winchester, VA 22601
2004	John Madison High School Alexandria, VA

EXPERIENCE

1999 - Present	Music Teacher Private Piano Lessons Alexandria and Winchester, VA
2003 - Present	Assistant Choir Director United Methodist Church Martinsburg, W.VA.
2002-2004	Music Teacher/Counselor United Methodist Church Summer Camp Rockfish, NC
2004 - Present	Freelance Performer Greater Winchester, Virginia area

ACTIVITIES

2004 - Present	Music Educators National Conference (MENC)
2006-2007	MENC President - Collegiate Chapter

HONORS

2005	MENC Outstanding New Member Award
2004 - Present	Phi Mu Alpha, National Men's Honorary Music Fraternity

REFERENCES	Furnished Upon Request
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