

Shepherd University

School of Music

School of Education

Bachelor of Music Education
Handbook



For students entering 2019–2020

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Essential Reading for the Bachelor of Music Education Student

All Bachelor of Music Education students must read each of these documents. They must be read on their own because none of them are tied to any particular course.

They contain policies and requirements not announced anywhere else, and more.

- Shepherd University Catalog: <http://catalog.shepherd.edu/index.php>
- The catalog pages about the School of Music:
http://catalog.shepherd.edu/preview_entity.php?catoid=11&ent_oid=247&hl=%22music%22&returnto=search
- The School of Music website: <http://www.shepherd.edu/music>
- The School of Music Student Handbook: <https://media.suweb.site/2019/08/Student-Handbook-2019-2020.pdf?v=1566502231?v=1566502175>

School Goals

The nine goals are listed in the catalog, on the second web page mentioned just above.

Curriculum

1. The Bachelor of Music Education program is listed, with *all* required courses, as well as four-year course progression tables, under “Music Teaching Field, PreK-Adult, B.M.E.,” found at http://catalog.shepherd.edu/preview_program.php?catoid=13&pooid=1242&hl=%22BME%22&returnto=search
2. For required professional education courses, as organized by the School of Education, see at the bottom of that web page to open a box for “Professional Studies Core for Secondary Education.”
3. You can also find 4-year progression sheets and more at <http://www.shepherd.edu/music/current-music-students>

But remember, the catalog—listed at the very top of this page—is *the* source for academic information.

Praxis II

BME students are required to take and pass: Praxis II: Music Content Knowledge (5113). This must be successfully completed during the semester before one student teaches. See the posted due dates. Contact the certification analyst of the School of Education, Peg Swisher, for more information: pswisher@shepherd.edu.

BME Juncture Process

The BME student is responsible for following this juncture process as established by the Educator Preparation Program Committee (EPPC).

- See the posted due dates.
Submitting your approvable juncture form by the required date *guarantees* you a seat in the next EDUC class you must take. Late submissions *will* be accepted, but they simply do not receive this guarantee.
- While taking The Social and Psychological Conditions of Learning (EDUC 320), apply for Juncture 1.
- While taking Reading in the Content Areas (EDUC 443), apply for Juncture 2.
- Juncture 1 forms are blue; Juncture 2 forms are buff. Juncture forms are located outside Knutti 114B and are also obtainable from David J. Gonzol (Frank Arts Center office 111).
- By yourself, complete the entire front page.
- Are you presently taking any required EDUC or MUSC courses? List them all (*Juncture 1, question 4; Juncture 2, question 3*), and circle "In Progress."
- Juncture 2 students only:* On the front at the bottom of the juncture form, write a note telling whether you have passed the Piano Proficiency Exam or not.
- In an appointment with Dr. Gonzol, present this page, "BME Juncture Process," printed on paper, with boxes checked for what you have already done. Sign here:

- At your appointment, also present your juncture form with the front completed.
- After your appointment with Dr. Gonzol, take your juncture form to Knutti 108. If no one is there, put your form in the slot in the door. Your official grades, GPA, and Praxis scores will be checked and your form sent to your music advisor for signature. Your form will be sent back to Dr. Gonzol, who will ask the full-time music faculty to approve your juncture application. Upon approval, your form will be sent to the School of Education and your name will go forward to the Educator Preparation Program committee for final approval. The results will be sent to you in a few weeks.

MUSIC STUDENT TEACHING SUPERVISION REPORT

During student teaching (EDUC 455), BME students will be evaluated by the School of Education's evaluation form for teacher candidate assessment, and the Music Student Teaching Supervision Report. See the following two pages.

Music Student Teaching Supervision Report Shepherd University

Student Teacher _____ Date of visit _____

School _____ Report completed by (name) _____

Subjects observed _____ Class periods observed _____

Conference with: School Administrators Cooperating Teacher Student Teacher

Which supervisory visit is this? Circle one: 1st 2nd 3rd 4th 5th Other _____

Strongly exceeds expectations: ✓+ Meets expectations well: ✓ Does not meet expectations: -

✓+ ✓ -	The Student Teacher:
	1. Employs musical concepts appropriate for grade level, with professional-quality musical materials and equipment.
	2. Sings, plays instruments, and/or conducts with professional competency.
	3. Performs/teaches with strong, appropriate expression.
	4. Effectively evaluates (noticing strengths and weaknesses) and rewards students.
	5. Makes lesson or rehearsal progress very gradually and very logically, making goals clear, addressing comprehensive musicianship: 1. <input type="checkbox"/> Singing 2. <input type="checkbox"/> Performing on instruments 3. <input type="checkbox"/> Improvising 4. <input type="checkbox"/> Composing & arranging 5. <input type="checkbox"/> Reading & notating 6. <input type="checkbox"/> Listening to, analyzing, & describing 7. <input type="checkbox"/> Evaluating 8. <input type="checkbox"/> Other arts & disciplines 9. <input type="checkbox"/> History & culture

	<p>5. continued</p>
	<p>6. Successfully increases students' musical understanding with accurate, valuable information/skills.</p>