



Division of Music

**Music Education
Handbook
2025-2026**

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PREFACE

The contents of this handbook and the policies and programs described may change at any time based on state laws and School of Education regulations. While the Music Education program falls under the accreditation of the National Association of Schools of Music (NASM), it also falls under the accreditation of the School of Education which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This handbook will be updated each year and as needed during the year if laws or regulations change.

Students who are part of the Music Education Program must be admitted to the OBU's Education Preparation Program (EPP). This normally takes place in the spring of the sophomore year. In addition, once all other requirements are completed, students must apply to student teaching and be accepted and complete student teaching to be graduated with a Bachelor of Music Education (BME). Being graduated with a BME does not guarantee teacher certification as additional tests are required by the State of Oklahoma.

The University's student conduct code and academic policies, as outlined in OBU's [Student Handbook](#), are fully applicable to all candidates engaged in the Education Preparation Program, whether the candidate is on or off campus. A candidate must remain in good standing within the University to remain eligible to pursue and complete an education degree.

Students who are part of the BME program should familiarize themselves with the [Teacher Education Handbook](#) each year and be familiar with the processes included in that handbook.

Division of Music

Music Education students are required to follow all the guidelines in the Division of Music Handbook as well as the handbooks for their particular area such as

piano, voice, instrumental, etc. The handbooks can be found at this link:

<https://www.okbu.edu/arts/music/music-student-handbooks.html>

Teacher Education Program

All music education students are subject to the conditions of the Teacher Education Program and the guidelines outlined in the School of Education Teacher Education Handbook found at

<https://www.okbu.edu/education/documents/school-of-education-handbook.pdf>

All music education students are responsible for following the guidelines in the Music Education Handbooks AND the Teacher Education Handbook.

Timeline

- ⊙ Freshmen year
 - ⓐ Fall – Introduction to Music Education
 - ⓑ Fall – Music Technology
- ⊙ Sophomore year
 - ⓐ Fall – begin taking education classes
 - ⓑ Fall – being taking instrumental pedagogy classes
 - ⓒ Spring – Apply to Teacher Education Program, take OGET if ACT below 22 OR no scored writing component; OR SAT below 1120 OR writing less than a 5 OR reading less than a 5 OR analysis less than a 4.
- ⊙ Junior year
 - ⓐ Fall – Elementary/General Music Methods
 - ⓑ Fall – Vocal majors take Vocal Pedagogy I
 - ⓒ Spring – Ed Psychology
 - ⓓ Spring – Secondary Vocal or Instrumental Methods
- ⊙ Senior Year
 - ⓐ Fall – Instrumental majors take Marching Band Techniques
 - ⓑ Fall – Apply for student teaching
 - ⓒ Spring – Student teach
 - ⓓ Spring – Take OSAT and PPAT

Criteria for Teacher Education

- ⊗ Maintain an overall GPA of 2.75 or higher.
- ⊗ Maintain a GPA of 3.0 or higher in music courses.
- ⊗ All music courses must be passed with a grade of “C” or higher. Courses completed with a grade lower than a “C” must be repeated and a grade of “C” or higher must be earned.
- ⊗ Completion of the English Composition courses (ENGL 1153/1163) with grades of at least a “C”. Should a candidate earn a grade lower than a “C” in any of these courses, the course must be repeated and earn a grade of at least “C”.
- ⊗ It should be noted that all candidates accepted into the OBU EPP are required to maintain an overall 2.75 GPA or better. If following admission, the overall GPA drops below 2.75, the candidate will be placed on probation to continue in Teacher Education courses for one (1) semester. If, however, at the end of the following semester, the candidate has not achieved a 2.75 GPA, he/she will be dropped from the Educator Preparation Program.

EPP Application Process

- ⊗ All candidates must apply to the EPP. Instructions for applying to the Educator Preparation Program are available online:
<https://www.okbu.edu/education/application.html>.
- ⊗ The completed application must be submitted to the Teacher Education office by 5:00 p.m. on the date specified in the Teacher Education Handbook. This date changes from year to year so you MUST check the date for the semester you are applying.
- ⊗ The applicant is to apply after 25 - 30 hours and the recommendation of the academic advisor.
- ⊗ The application should be carefully read, and all instructions followed. Details of required documentation to be submitted with the application are listed on the application and include a video describing experiences that will contribute to your effectiveness as a teacher, proof of passing completed coursework, and GPA or testing requirements.
- ⊗ After submission to the Teacher Education office, the application and accompanying paperwork become a part of the Teacher Education candidate’s record on file.
- ⊗ Three (3) faculty evaluation forms are included in the Teacher Education application packet and are required for each applicant. One must be filled

out by the applicant's advisor, and the other two by the faculty listed on the application as references. Before an applicant places an Oklahoma Baptist University faculty member's name on the application as a reference, the applicant must meet personally with the faculty member to obtain permission. These evaluation forms will be submitted to the Teacher Education Office by the faculty members. These evaluations will be part of the consideration, and negative evaluations can result in non-admittance to the program.

- ⊗ At the time the application is submitted to the Teacher Education office, the applicant should register for a personal "interview" which will be conducted by a panel of Oklahoma Baptist University faculty or administration who represent the Teacher Education Committee. The panel will submit a written assessment of the applicant's traits observed during the "interview" that speaks to the candidate's potential for working with youth, parents, and other constituents with which teachers might interact. This will also become a part of the applicant's file and will be reviewed by the Teacher Education Committee during the admission process.
- ⊗ Following the submission of a completed application (with all accompanying documentation), the applicant's record is referred to the Teacher Education Committee for official action. The candidate will be notified of the final decision of the Teacher Education Committee by the Teacher Education office.

⊗

Background Check

- ⊗ Background Check TE candidates will be responsible for supplying a current copy of a passing background check prior to entry into any/all field experiences. Information concerning the background check is available in the [Teacher Education Handbook](#).
- ⊗ This is an additional charge and will be required for the following courses in the Division of Music:
 - ⓐ Introduction to Music Education
 - ⓐ Elementary/General Music Methods
 - ⓐ Secondary Choral Methods/Secondary Instrumental Methods
 - ⓐ Marching Band Techniques
 - ⓐ Student Teaching
- ⊗ Background check must be updated yearly.

Certification Exams

Certification Exams Specific Certification Examinations for Oklahoma Educators (CEOE) must be passed to obtain an Oklahoma State Teaching Certificate. The required tests include:

- ⊗ Oklahoma Subject Area Test (OSAT)
- ⊗ Assessment of Professional Knowledge (APK)

Student Organization

- ⊗ National Association for Music Educators
 - ⊗ Required for all Music Education students every semester they are enrolled
 - ⊗ Fee includes dues and T-shirt each year
 - ⊗ Opportunity to attend Oklahoma Music Educators each year
 - ⊗ Opportunity to Attend Texas Music Educators each year
 - ⊗ Opportunities to participate in college honor band and choir in OKMEA
 - ⊗ Provides service to OBU each semester

Field Experiences

Field experiences are vital to pre-service preparation. Music Education students will participate in field experiences in both regular education classes and music education classes. Music Education students will have a minimum 75 hours of field experiences before student teaching.

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| ⊗ Introduction to Music Education | 15 hours |
| ⊗ Introduction to Children with Exceptionalities | 20 hours |
| ⊗ Elementary/General Music Methods | 20 hours |
| ⊗ Secondary Vocal or instrumental Methods | 20 hours |
| ⊗ Marching Band Techniques | 15 hours |

Dispositions

Dispositions are qualities of mind and character that are expected of all education majors. All students will do a self-assessment as well as a faculty assessment of dispositions in Introduction to Music Education. All students will have a Disposition Assessment done by their advisor as part of the application process to student teach. The assessment and assessment rubric are in the Teacher Education Handbook.

Students receiving a Poor or Developing score on any disposition will have an intervention plan put in place. This ensures the student has the opportunity to be successful in completing not only the course work but will be successful in the classroom.

The following are the dispositions:

- ⊗ Demonstrates effective oral communication skills
- ⊗ Demonstrates effective written communication skills
- ⊗ Demonstrates Professionalism
- ⊗ Demonstrates a positive and enthusiastic attitude
- ⊗ Demonstrates preparedness in teaching and learning
- ⊗ Exhibits an appreciation of and value for cultural and academic diversity
- ⊗ Demonstrates self-regulated learner behaviors/take initiative
- ⊗ Exhibits the social and emotional intelligence to promote personal and educational goals/stability

Dress Code

There is not formal dress code for teacher education but keep the following in mind:

- ⊗ Modesty is the best policy
- ⊗ Some school districts require tattoos to be non-visible at all times
- ⊗ Some school districts have rules about where piercings can be and how many you can have. Just be aware.
- ⊗ While jeans are worn often by public school teachers, it is best not to wear jeans when observing, doing practicum hours or student teaching.
- ⊗ Be professional in all you wear

Health and Safety

The Division of Music is committed to the health and safety of all musicians involved in its activities. Every effort will be made to protect the body, mind, and souls of the students, staff, faculty, and guests. This includes:

- Healthy approaches to private lessons and group rehearsals that include appropriate technical exercises and clear information regarding the safe

utilization of the muscles and bones associated with specific music production.

- Facilities and equipment that are safe and instruction on proper handling of all equipment is taught in lessons and classes.
- Consideration of volume levels in practice and performance spaces. An additional resource concerning hearing health can be found at: <https://nafme.org/resource/health-in-music-education/>
- Rigorous academic work and musical expectations within an affirming environment.
- Genuine concern for the well-being of each individual rooted in the belief that all are created unique and loved by God.

While the Division of Music will strive to foster healthy practices and environments, the faculty and staff are not trained medical professionals. When appropriate, referrals will be made to physical and mental health help provided by the university. In special cases, music- related concerns may be referred to an off-campus medical specialist.

In the aftermath of the April 19, 2023 tornado, Raley Chapel has been closed to students and Ford Hall is checked regularly for health and safety issues. Classes and lessons are now being held in Ford Hall, University Baptist Church and other building on the OBU campus as needed. Students are encouraged to follow all signs concerning off-limits areas during reconstruction. The Division of Music is not responsible for injuries incurred when students disregard posted signage.

Hearing Health

OBU is concerned for the hearing health of our students and encourages all students to visit these websites to learn more about being careful with their hearing health: <https://nafme.org/resource/health-in-music-education/> , https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2016/02/5a_NASM_PAMA-Student_Information_Sheet-Standard.pdf

Musculoskeletal Health

OBU is concerned for the musculoskeletal health of our students as well and encourages all students to visit this websites to learn more about being careful with their health:

https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2016/02/5a_NASM_PAMA_NMH-Student_Information_Sheet-Standard-NMH_June-2014.pdf

Appendix A

Degree Student Learning Outcomes (SLOs)

Student Learning Objective #1 – Teaching Content Knowledge

The student will demonstrate a thorough understanding of teaching music and education content knowledge through passing the OSAT

Measure #1– Oklahoma Subject Matter Teacher Examination

Target/Requirement for Success

0% of the students will score a passing score of 240 on the Vocal or Instrumental Oklahoma Subject Area Assessment Test (OSAT) .

Where/When Assessed

Oklahoma Teacher Certification Exam: Instrumental/General Music or Vocal/General Music area of the OSAT Source of Evidence.

Student Learning Objective #2 – Standards and Strategies

The student will demonstrate their ability to synthesize content standards and instructional strategies through curriculum planning and instruction and passing the APK and the Teacher Work Sample.

Measure #1 - Assessment of Professional Knowledge (APK)

Target/Requirement for Success

70% of student teachers will score a 220 or better on the Assessment of Professional Knowledge (APK) exam

Where/When Assessed

Taken during or immediately after Clinical Practice given by nestest.com the Oklahoma State Office of Education Quality & Accountability. Reports are sent to the McCabe School of Education after each testing cycle fall and spring.

Measure #2 - Teacher Work Sample

Target/Requirement for Success

70% of student will pass the Teacher Work Sample done in either Elementary Methods or Secondary Methods

Where/When Assessed

Grades will be gathered from Canvas.

Student Learning Objective #3 – Performance Competency

Students will demonstrate competency in performance in semester juries, sophomore barriers, ensemble participation and required recitals.

Measure #1 – Juries

Target/Requirement for Success -

70% of students will fulfill the requirements of the handbook for their instrument and degree.

Where/When Assessed

Measured through Jury reports for each student as per the handbook for the student's degree and instrument.

Measure #1 – Juries

Target/Requirement for Success -

70% of students will fulfill the requirements of the handbook for their instrument and degree.

Where/When Assessed

Measured through Jury reports for each student as per the handbook for the student's degree and instrument.

Measure #2 – Sophomore Barrier

Target/Requirement for Success -

70% of students will pass the sophomore barrier on the first try

Where/When Assessed

Measured through an evaluation process as per the requirements in the appropriate handbook for the student's degree and instrument

Measure #3 – Recital Hearing

Target/Requirement for Success -

70% of students will pass the hearing on the first try. 100% of students must pass the hearing to be graduated.

Where/When Assessed

Measured through an official recital hearing, a panel assessment which includes a written evaluation of the student's projected recital.

Measure #4 – Ensemble Proficiency

Target/Requirement for Success -

70% of students will pass all ensembles they are enrolled in. Grades will be gathered from Canvas

Where/When Assessed

Ensemble participation is a vital part of being a musician. Ensemble participation helps students to hone skills learned in private lessons and solo performances such as technical proficiency, performing music of various styles and genres, and interpreting the works of various composers. It encourages collaboration between performers within both the large and small ensemble to achieve a cohesive performance while allowing for the application of feedback given by the conductor and peers within the ensemble.

Grades will be gathered from Canvas

Student Learning Objective #4 – Keyboard Competency

The student will pass the piano proficiency required for their major as required in the keyboard handbook. Non-piano majors will take their proficiency in Class Piano IV. Piano majors will be given their proficiencies in their juries finishing in their sophomore barrier

Measure #1 – Piano Proficiency Exam**Target/Requirement for Success -**

70% of the students will pass their piano proficiency on the first try.
100% will pass before being graduated

Where/When Assessed

Grades will be gathered from Class Piano IV on Canvas for non-piano majors
Sophomore Barrier sheets will be gathered for Piano majors

Student Learning Objective #5 – Foundational Knowledge

Students will demonstrate content knowledge and skills in theory, aural skills and music history

Measure #1 – Final Exams Theory**Target/Requirement for Success -**

70% of students must receive an average of a 70% on the finals of MUCL 2132 and MUCL 2142, Theory and Aural Skills IV.

Where/When Assessed

Grades will be gathered from Canvas

Measure #2 – Average of Music History I, II, and III Final Exam Grades

Target/Requirement for Success -

70% of all students in Music History I, II, and III will receive a 70% average on the final exams in Music History I, II, and III.

Where/When Assessed

Grades will be gathered from Canvas and averaged for each student when they finish Music History III

Appendix B

Degree Plan and Sequence Sheet

The degree plan can be found at this URL:

https://catalog.okbu.edu/preview_program.php?catoid=5&poid=1391&returnto=291

Proposed sequence of classes:

FRESHMAN				SOPHOMORE			
<u>Fall</u>		<u>Spring</u>		<u>Fall</u>		<u>Spring</u>	
Applied	2	Applied	2	Applied	2	Applied	2
Studio	0	Studio	0	Studio	0	Studio	0
Ensemble	1	Ensemble	1	Ensemble	1	Ensemble	1
Secondary	1	Secondary	1	Secondary	1	Secondary	1
Music Theory & Aural Skills I	4	Music Theory and Aural Skills II	4	Music Theory and Aural Skills III	4	Music Theory and Aural Skills IV	4
Recital Attendance	0	Intro to Music History	1	Recital Attendance	0	Recital Attendance	0
Intro to Music Ed	1	Recital Attendance	0	Inst Ped & Tech (Instrumental students only)	1	Inst Ped & Tech (Instrumental students only)	1
Music Technology (MUST TAKE HERE)	1	ENGL	3	NAfME	0	NAfME	0
NAfME	0	NAfME	0	CIV	6	CIV	6
ENGL	3	BIBL	3	Singing Skills/Lyric Diction /Funct. Keyboard	1	Singing Skills/Lyric Diction/Functional Keyboard	1

MATH	3	Intro to Philosophy	3					
TOTAL:	16	TOTAL:	18		TOTAL:	16	TOTAL:	16
JUNIOR					SENIOR			
Fall		Spring			Fall		Spring	
Applied	2	Applied	2		Applied	2	Upper Level Theory	2
Studio	0	Studio	0		Studio	0	NAfME	0
Ensemble	1	Ensemble	0		Ensemble	0	Student Tch – Ele	5
Music History I	2	Music History II	2		Small Ensemble	1	Student Tch – Sec	5
Conducting I	2	Conducting II	2		Human Development or Adolescent Development	3		
NAfME	0	Recital Attendance	0		Intro to Exceptional	3		
Secondary Applied	1	Secondary Applied	1		Music History III	2		
Recital Attendance	0	Sec Music Meth	3		NAfME	0		
Elem/Gen Methods	3	NAfME	0					
Marching Band Tech/Intro to Musical Stage	2	Ed Psych (MUST TAKE HERE)	3		Wellness	1		
Foreign Language	3							
Inst Ped & Tech	1-3	BIBL	3		GNSC	4		
Small Ensemble	1	Music Tech	1		Senior Recital	0		
TOTAL:	18	TOTAL:	17		TOTAL:	16		
							TOTAL:	12

OBU considers 16 hours to be full time and charges extra to take more than 16 hours in a semester.

Students will need to take at least 1 class in the summer to complete this degree in 4 years.

It is recommended that students take 3 to 4 core courses during summer semesters to lighten the load during the school year and avoid the extra charge for taking more than 16 hours in a semester. These courses can be taken online at OBU for a reduced charge.