

OUACHITA BAPTIST UNIVERSITY DIVISION OF MUSIC
MUSIC EDUCATION HANDBOOK
2022-2023

DEGREE DESCRIPTION

The Bachelor of Music Education degree from Ouachita Baptist University provides a course of study preparing students to become music educators in the classroom. Specialists in Vocal/Choral and Instrumental music, as well as Music History, Music Theory, and general music will lead students to their full potential as musicians and educators. This degree is designed to prepare students for K-12 teacher certification in the State of Arkansas.

Bachelor of Music Education students will take education related courses in both the Division of Music within the School of Fine Arts as well as the Michael D. Huckabee School of Education.

EDUCATION FACULTY / ADMINISTRATION

Dr. Jeff Root	Dean – School of Education
Dr. Kathy Collins	Associate Professor of Education – Chair of Education
Ms. Julie Burroughs	Lecturer – Director of Student Teaching / Licensure Officer
Dr. Gail Hughes	Professor – Director of Graduate Studies in Education
Dr. Rachel Pool	Associate Professor of Education
Ms. Carrie Sharp	Assistant Professor of Education
Genie Ashcraft	Administrative Assistant

MUSIC EDUCATION FACULTY / ADMINISTRATION

Dr. Ryan Lewis	Interim Dean – School of Fine Arts
Dr. Caroline Taylor	Interim Chair – Division of Music
Dr. Joshua Brown	Assistant Professor of Music – Chair of Music Education
Dr. Craig Hamilton	Trimble Professor of Music – Director of Bands
Dr. Ryan Lewis	Professor of Music – Percussion Methods
Mr. Jim Lloyd	Instructor of Music – Athletic Band Director
Ms. Teresa McCraney	Adjunct Instructor – Woodwind Methods
Dr. Caroline Taylor	Professor of Music – Woodwind Methods
Ms. Delynne West	Adjunct Instructor – Intro to Music Ed. & Elementary Methods
Ms. Judy Warner	Adjunct Instructor – String Methods
Laurie Huneycutt	Administrative Assistant

For Faculty/Administrative contact information, visit <https://obu.edu/directory/>.

DEGREE SUMMARY SHEETS

<https://obu.edu/academics/degree-summary-sheets.php>

ADMISSION TO THE MICHAEL D. HUCKABEE SCHOOL OF EDUCATION

Education students are required their sophomore year of study, as part of the Foundations of Education Course, to apply for official admission to the Teacher Education Program. Many General Professional Education Course(s) above the 2000 level require admission to the Teacher Education prior to taking those courses. Students must also meet requirements once admitted. All requirements are contained in the Teacher Education Handbook which can be found at <https://obu.edu/education/handbook.php> (page 67).

ADMISSION TO THE DIVISION OF MUSIC

All Music Education Majors must complete an audition for admission and scholarship for the Division of Music prior to starting coursework. This typically takes the form of a scholarship audition during the Ouachita application and admissions process. Students wishing to change majors to music education once at Ouachita must schedule an audition with the Chair of Music Education. Any students on scholarship must meet all requirements specified in their course catalogue and music scholarship agreement.

MUSIC PRAXIS EXAMINATION

Ouachita Music Education Majors (in both Vocal/Choral and Instrumental Music) are required to take the Praxis II 5113 Exam leading to a certification to teach in all areas of music. Any variation of this policy requires the approval of the Chair of the Music Education Department.

All Music Education students are required to pass all certification exams prior to student teaching. It is expected that each Music Education student passes the Music Praxis the summer prior to the year they student teach. Students should notify the Chair of Music Education once they have passed the Music Praxis (they should have their scores sent to OBU). Online study sessions and materials are available through the Music Education Moodle Page as well as in the Mabee Music Library.

GENERAL PROFESSIONAL EDUCATION COURSES

EDFN 2003	Foundations of Education (Sophomore Year <i>recommended</i>)
EDFN 2053	Child and Adolescent Development (Sophomore Year <i>recommended</i>)
EDFN 3083	Teaching Exceptional Learners (Junior Year <i>recommended</i>)
EDFN 4123	Learning Theories & Assessment Practices (Fall of Senior Year <i>recommended</i>)
SCED 4523	Practicum in Education Grades 7-12 (Semester prior to Student Teaching)
SCED 4520	Practicum Lab (Semester prior to Student Teaching)
EDFN 4403	Student Teaching Seminar (Final Semester)
EDFN 4406	Student Teaching I (Final Semester)
EDFN 4416	Student Teaching II (Final Semester)

MUSIC EDUCATION COURSES

Vocal/Choral

MUED 1021 Introduction to Music Education
MUED 3092 Elementary Methods/Materials
MUED 3101 Choral Conducting 1
MUED 3201 Choral Conducting 2
MUED 3113 Secondary Choral Methods
MUED 3011 Instrumental Perspectives

Instrumental

MUED 1021 Instruction to Music Education
MUED 2021 Woodwind Methods 1
MUED 3092 Elementary Methods/Materials
MUED 3121 Instrumental Conducting 1
MUED 3122 Instrumental Conducting 2
MUED 3081 Woodwind Methods 2
MUED 3041 String Methods
MUED 3031 Brass Methods
MUED 3161 Percussion Methods
MUED 3001 Vocal Perspectives
MUED 4153 Secondary Instrumental Methods

OTHER IMPORTANT COURSE REQUIREMENTS AND RECOMMENDATIONS

- All Music Education Majors are **required** to take Health and Safety and not Wellness.
- Develop a 4-year degree plan (through your Info Portal) and bring it with you to advising appointments.
- Degree Plans are **required** to be submitted at 59 hours (typically spring of the junior year).
- Make sure you stay on top of your Arts Engagement requirements. Visit <https://obu.edu/finearts/arts-engagement/> for more information and specific requirements.
- Go to class, make a notebook and save your course materials to help you study for the Praxis Exams and Graduate Entrance Exams and to assist with the Student Teaching Portfolio presentation.
- Network with other Music Education Students both at Ouachita and other institutions.
- Network with teachers in the area
- Go to clinics, conferences, festivals
- Gain teaching experience where you can and document it!
- Observe rehearsals at Ouachita outside of your area – great teaching is great teaching!
- Make every social media post as though a future employer is looking
- Talk less, listen more.
- Practice good self-care – get rest and find a work life balance.

CLINICAL EXPERIENCE REQUIREMENTS

Each Music Education Major is required to achieve a minimum of 106 Clinical Experience hours prior to student teaching consisting of both teaching and observation hours.

Vocal/Choral Clinical Experiences Hours

General Professional Education

EDFN 2003	Foundations of Education	15
EDFN 2053	Child and Adolescent Development	4
EDFN 3083	Teaching Exceptional Learners	6
SCED 4523	Practicum / Practicum Lab	36

Music Education

MUED 1021	Introduction to Music Education	5
MUED 3092	Elementary Methods/Materials	15
MUED 3201	Choral Conducting 2	5
MUED 3113	Secondary Choral Methods	20

Vocal/Choral TOTAL 106

Instrumental Clinical Experiences Hours

General Professional Education

EDFN 2003	Foundations of Education	15
EDFN 2053	Child and Adolescent Development	4
EDFN 3083	Teaching Exceptional Learners	6
SCED 4523	Practicum / Practicum Lab	36

Music Education

MUED 1021	Instruction to Music Education	5
MUED 2021	Woodwind Methods 1	2
MUED 3092	Elementary Methods/Materials	15
MUED 3081	Woodwind Methods 2	2
MUED 3041	String Methods	2
MUED 3031	Brass Methods	2
MUED 3161	Percussion Methods	2
MUED 4153	Secondary Instrumental Methods	15

Instrumental TOTAL 106

Clinical Experiences are a combination of Teaching and Observations. Teaching hours are where Music Education Majors are in front of school-aged students teaching or co-teaching. Observation hours are where Music Education Majors are observing professional educators in the classroom, rehearsal or performance.

PRACTICUM COURSE

Music Education Students in the Practicum Course will be expected to observe 3 hours per week over the course of 12 weeks of the semester. They will be expected to teach or co-teach three times during the semester with at least two of those times observed by an OBU Faculty Member. They will be assigned a local elementary music classroom for regular weekly visits, but may also schedule time(s) to visit secondary campuses on a non-regular basis through the practicum class. Additionally, they will meet with all other Education Practicum students each Thursday from 10-10:50.

Note: Music Education Students are required to track their Clinical Experiences prior to beginning the Practicum Course. Students missing hours prior to practicum, will be required to complete them as part of the Practicum Course. The following is a link to the Ouachita Music Education Clinical Experience Tracking Form below:

<https://tinyurl.com/OBUBMEClinicalTrackingForm22>

Students who teach/observe outside of their course requirements at any point during their course of study are encouraged to document their work on this form as well.

CLINICAL EXPERIENCES / OBSERVATION FORM

The following is a generic form for Ouachita Music Education Observations which can be used for any class.

<https://tinyurl.com/OBUClinicalExpObsForm22>

Verify with each professor if they have different course requirements or guidelines that they expect you to follow. Keep a copy of each Clinical Experience / Observation you have during your time at Ouachita to ensure that you maximize your opportunities prior to the Practicum Course and Student Teaching.

CLINICAL EXPERIENCES REQUIREMENTS AND BEST PRACTICES

Consult the Ouachita Teacher Education Handbook (<https://obu.edu/education/handbook.php>) pages 72-73 for requirements for Clinical Experiences and Observations.

Attire: Dress for a performance as if you were interviewing for a job.

Arrival: Arrive at the school at least 15 minutes prior to the start of the class you are observing. Be sure to take this form, a paper pad, and pen/pencil with you into the observation.

Turn It Off: Out of respect for the teachers and students, turn off all electronic devices before the class begins and do not check them during your observation.

On Campus: Sign in as a visitor in the main office, go to the classroom and enter only between classes, introduce yourself to the instructor, and ask where he/she would like you to sit and observe the class.

Take Notes: Sit quietly as if you are doing fieldwork and, using the questions on this form as a guide, write down your observations.

Departure: After class, thank the instructor, ask any pertinent questions, ask him/her to sign and date this form, and sign out in the main office before departing.

Teaching Observations: Afterwards, use the reflection questions on the Clinical Experience / Observation Guide as a guide for writing the Teaching Observation. The purpose of the guide is simply to assist in writing the Teaching Observation, not to act as a template.

Turn It In: Submit the Teaching Observation at the class immediately following using the professors' guidelines.

Make Connections: Finally, call or e-mail the observed instructor within a few days of the observation to thank him/her for their assistance.

CLINICAL EXPERIENCE / OBSERVATION GUIDE

The following are questions to consider when observing a music teacher in the classroom. These questions can guide your written remarks that you will submit for your course requirement(s).

FACILITIES & EQUIPMENT

- How was the general classroom area set up?
- What instruments and materials were present?
- How were the instruments stored?
- What was the procedure for moving, setting up, and re-storing the instruments?
- What was the general condition of the equipment?
- Which instruments appeared mistreated and in need of repair?
- Where were the musicians and instruments positioned in relation to the instructor?
- Where were the musicians and instruments positioned in relation to the other students or ensemble?

INSTRUCTOR & TEACHING TECHNIQUES

- What do you observe, in general, regarding the instructor's attitude and behavior towards the students?
- How did the teacher model appropriate musicianship for the students with his/her voice, demeanor, body language, and attitude?
- What qualities did you observe in the instructor that contributed to effective classroom management?
- What musical concepts are taught as a part of the class and how are they presented?
- What strategies did the teacher use to build the musical knowledge of the students?
- What teaching techniques did you observe that enhanced classroom management?
- What are some teaching techniques you observed that you will likely use in your own classroom?
- What are teaching techniques you observed that you will *not* likely use in your own classroom?
- How would you characterize the instructor's teaching style?

STUDENTS

- What did you observe, in general, regarding the students and their attitudes, personalities, and behaviors?
- How did the students interact (or not) with each other?
- How did the students respond (or not) with the instructor?
- How did the musicians treat the equipment and instruments?
- What instruments and/or equipment were handled properly?
- What instruments and/or equipment were *not* handled properly?
- What playing techniques were performed properly?
- What playing techniques were *not* performed properly?
- What was the students' level of interest in class activities?
- What did the students appear to enjoy the most?
- What did the students appear to enjoy the least?

TEACH GRANT

The Teach Grant can be added to your current financial aid package if you agree to teach for four years in a high need subject area in a low-income school. Music is frequently a shortage area and most Arkansas schools meet the low-income category! If you do not teach after graduation or if you do not teach in a high need subject or low-income school, then your grant will convert into a loan. For more information, review the information through this link:

<https://tinyurl.com/OuachitaTeachGrant2223>

This would be in addition to current music and academic merit awards (including endowed and/or privately funded scholarships).