



MUED HANDBOOK

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WELCOME

Dear Baylor music education student:

Welcome! This handbook has been prepared to provide information about Baylor University's Division of music education. Specific policies, procedures, certification, and degree requirements are outlined. This handbook contains information not included in the general school of music undergraduate handbook. Your careful study of these pages should answer many of the questions and concerns facing you as you begin this exciting time of your life and anticipate your studies and student teaching in the coming years. The members of the Music Education Faculty are here to assist you in your endeavors. Should any policy or statement need clarification, don't hesitate to ask any of us for assistance.

The Division of music education emphasizes strong and thorough teaching preparation, providing sound training in classroom technique, conducting, instructional methods, and artistry, while maintaining a commitment to excellence in performance. We hope that your time at Baylor is both stimulating and productive.

-The Music Education Faculty & Staff

Michele Henry, PhD	Director of Music Education Division, Professor of Music Education, Choral Specialty
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This handbook describes policies and procedures for undergraduate music education students enrolled as music majors in the School of Music at Baylor University. The provisions of this handbook do not constitute a contract express or implied between Baylor University or the School of Music and any applicant, student, student's family, or faculty or staff member. Baylor University and the School of Music reserve the right to change the policies, procedures, rules, regulations, and information in this handbook anytime. Changes will become effective when the proper authorities determine, and the changes will apply to prospective students and those already enrolled. This handbook is a general information publication and is not intended to nor does it contain all regulations relating to students in the School of Music.

INTRODUCTION

The Baylor Music Education Program is among the most respected teacher certification programs in Texas and the United States. Featuring programs across all disciplines, the Baylor Music Education Program seeks to develop well-rounded teachers who are outstanding musicians prepared to teach band, choir, orchestra, and elementary general music in the classroom.

The Bachelor of Music Education program leads to an all-level certificate in music, enabling our graduates to teach band, choir, orchestra, or elementary general music. The degree program includes field experiences at all levels of study combined with intensive on-campus instruction in music and pedagogy.

Teachers in Texas elementary and secondary schools are legally required to hold a valid Texas teacher's certificate for the subject to which they are assigned. The program for teacher certification in music is a joint program of the School of Music and the School of Education. A music student who meets requirements for a provisional teacher's certificate must also meet the requirements for a Bachelor of Music Education degree.

The mission of the Music Education Division of the Baylor University School of Music is to educate the heart, mind, body, and soul of future music educators, by preparing them to teach the joy of music and share the value of the arts with their students and in their educational communities.

Since 2001, the Music Education program at Baylor University has developed a reputation for long-standing consistency and excellence. We have had 100% placement for certified graduates seeking a teaching position. The performance of the Baylor EPP over time can be tracked here:

- [School of Education Outcomes](#)
- [Consumer Information](#)

[Texas Educator Workforce](#)



DEGREE PLAN OVERVIEW

The Baylor School of Music offers a Bachelor of Music Education degree with all-level certification (EC-12) in music. We offer three concentrations that allow you to specialize in your area of interest – band, choir, or orchestra. Further specialization is offered based on your applied performance area.

Note: All BME majors will be advised to take MUS 1330, Introduction to Music Education, in the spring semester of their freshman year or fall of their sophomore year. Transfer students should take this course in their first semester at Baylor.

DEGREE PLAN CHECKLISTS

BAND

- [Brass Concentration](#)
- [Percussion Concentration](#)
- [Woodwind Concentration](#)
- [Piano Concentration](#)

CHOIR

- [Voice Concentration](#)
- [Piano Concentration](#)

ORCHESTRA

- [String Concentration](#)
- [Piano Concentration](#)



BME MILESTONES



Students in Baylor's BME Program take extensive coursework in both music and education—all of which are housed in the School of Music. Each student will craft their journey based on their primary instrument, secondary instrument(s), and ensemble choices. No matter your choices, there are six significant milestones every BME student passes on their way to graduation.

1) ADMISSION/AUDITION

To study Music Education at Baylor, you must apply to BOTH Baylor University and the School of Music. Students seeking any undergraduate music degree at Baylor must audition and be accepted to the School of Music. Audition dates are chosen through the School of Music application.

2) MUSIC EDUCATION EVALUATION

During the second year of study, every BME student undergoes a review process before entering upper-level study in the Baylor Music School and for admission into the Teacher Education Program. This evaluation occurs through the MUS 3001 course and is designed to assess our students' musical and academic performance and fitness for continued study toward a BME. The experience is intended to be an honest conversation about each student's future. We want every student who graduates from our program to be ready for the joys and challenges of teaching music.

[Music Education Evaluation Form \(Student Application Form\)](#)

3) RECITAL

In the final year of study, all BME students must give a 25-minute recital. This recital is the capstone project of a student's applied music study at Baylor, and a wonderful opportunity to showcase the outstanding musicianship learned in years of study. For more information on student recitals, [click here](#).

4) FIELDWORK IN MUSIC EDUCATION

In the semester prior to student teaching, all BME students demonstrate readiness by fulfilling all requirements for the BME degree and toward TEA certification. MUS 4001 Fieldwork in Music Education is the course where you will complete all the procedures and make your student teaching placement requests. It is an exciting time (even if filled with paperwork) to look forward to entering the classroom.

5) STUDENT TEACHING

You made it! The final semester of the BME is completed off-campus, in the music classroom of your choosing. Here you will combine everything you have learned in the Music Education Program as the foundation of your student teaching experience. We work with our students as much as possible to provide assignments aligned with their career goals. Student teaching occurs either in Waco or in communities within a 200-mile radius of the Baylor campus. Student teaching is challenging, rewarding, and a big step in your journey as a music educator.

[Student Teacher Handbook.](#)



DEGREE PLAN TIMELINE

FIRST YEAR

- Knock out those religion requirements!
- General education classes are important, too. Keep up with readings and homework.
- Don't neglect your Theory and Musicianship foundation.
- Don't forget to practice (primary applied **AND piano**)!
- Schedule piano and primary applied practice time like a class.
- Plan ahead to complete recital credits early, so you don't have to worry about them when the semester gets busier
- **Go to chapel.**
- Get to know your faculty/staff.
- Partner with a BME mentor! Follow this [link](#) for more info.
- Kill it on your jury!

FALL SAMPLE SCHEDULE

MUS 1001: Recital Attendance

MUS 1004: MUED Convocation

MUS 1095: Freshman Music Seminar

MUS 1301: Theory I

MUS 1101: Musicianship I

MUS 1131: Piano Level I

Methods Class (Band & Orchestra concentrations only)

Diction (Choir concentrations only)

Applied Lessons

MUEN Large Ensemble(s)

Chapel

REL 1310 Christian Scriptures

Other gen ed course (Ex: History, English, Political Science, etc.)

SPRING SCHEDULE HIGHLIGHTS (MUED SPECIFIC)

MUS 1330: Intro to Music Education

OR

MUS 1331: Technology for Musicians

SECOND YEAR

- Finish up most general education classes.
- Consider taking language and lifetime fitness courses.
- Keep practicing (primary instrument **AND piano**)!
- Keep on keeping on with those recital credits. PLAN AHEAD.
- Get ready for your Music Education Evaluation. (Find helpful tips on pg. 10.
- Get ready to level up with your applied barrier.

FALL SCHEDULE HIGHLIGHTS

MUS 1330: Intro to Music Education **OR** MUS 1331: Technology for Musicians
MUS 3001: Music Education Evaluation

- Admission into the Teacher Education Program
- Obtain TEA number
- Admission into upper-level Music Education study

SPRING SCHEDULE HIGHLIGHTS

Complete applied barrier (jury) for admission into upper-level applied studies.
Begin TEA fieldwork requirements.

THIRD YEAR

- It's all about music classes now!
- Home stretch for recital credits. Keep it up!
- Be sure to pace yourself as your schedule gets busier.
- Become a BME mentor! Follow this [link](#) for more info.

FALL SCHEDULE HIGHLIGHTS

Conducting classes begin.

SPRING SCHEDULE HIGHLIGHTS

Begin thinking about student teaching placements and observe possible placement sites.
Make connections with teachers at TMEA.

FOURTH YEAR

- You can make it!
- Don't forget your Lifetime Fitness courses if you haven't taken them yet. You get first pick as a senior.
- Get ready for your degree capstones.
- Brainstorm some fun ideas for recital posters and graduation invitations.
- Have fun with your last year!

FALL SCHEDULE HIGHLIGHTS

MUS 4001: Music Education Fieldwork – Make Student Teaching requests
Recital time!
Complete all certification exams.
Complete all fieldwork.
Complete all coursework (except Student Teaching).

SPRING SCHEDULE HIGHLIGHTS

NBST – Nothing but Student Teaching!

GRADUATE!



ADVISEMENT & REGISTRATION

Each semester, a MUED faculty member must advise every BME student before registration. Before your first semester, you will be advised in the summer by a faculty member, and a registrar will register you for your classes. After the first semester, you are responsible for registering for classes independently. Before registration, you and the faculty member of your degree concentration will work together on a plan toward a timely graduation and identify classes to be taken for the next semester. It is **important** for you to come to your advising appointment **prepared** with goals, questions, and schedule options for the coming semester. Your advisor will contact you about scheduling an appointment. Typically, advising happens after the midterm (fall or spring) break.

ADVISING AND REGISTRATION PRO-TIPS

- Prioritize music coursework to keep on track for graduation.
- Consider taking general education courses in the summer/winter/May mini-mesters.
- Respect the wisdom and advice of your advising faculty members.
- ASK your advisor before making schedule changes.
- Pay attention to the course rotation schedule.
- Schedule your advising session ASAP. Advising sessions open for scheduling around midterm.
- Pay attention to your given registration time and register ASAP. This may allow you to get into classes that will otherwise fill up.

MUED CONVOICATIONS

The Music Education Convocation Series provides Music Education majors with professional development experiences through contact with experts in the field. Guest speakers on the cutting edge of research, classroom best practices, and required training topics share their expertise with Baylor Music Education majors through this twice-a-semester lecture series. Music Education majors must register for the MUS 1004 MUED Convocation Course and attend every event each semester until the student teaching semester. All others are welcome.

If you miss a convocation, you must schedule an appointment with Dr. Montgomery to visit the MERC to gain access to the Convocation videos to make up the event.

If you have questions regarding MUED Convocations, contact David Montgomery.

2023–2024 Convocation Dates

Aug. 28 Meadows Recital Hall

Welcome Back & Meet the new Choral Faculty

Oct. 16 Meadows Recital Hall

"Student Teaching & Mentorship" w/ Dr. Jan Killian

Jan. 29 Meadows Recital Hall

"Students with Exceptionalities" w/ Estelle Murr & Diane Burnett

Feb. 19 TBD

"The Power of a Teacher" w/ Tricia Filippini and the Zak Webb Band

MUSIC EDUCATION EVALUATION

During the fall of the sophomore year (or for transfer students, while completing MUS 1330), each BME student must register for MUS 3001 Music Education Evaluation. This course serves as the application into the Teacher Education Program and for admittance into upper-level study in music education. Those enrolled in MUS 3001 will receive notice about deadlines and procedures through the Canvas LMS and email. Required forms will be posted in Canvas. All deadlines must be strictly observed.

Requirements for MUS 3001 include a 2.75 music GPA and a 2.75 overall GPA; a self-reflection essay – the prompt for which is provided in the application materials; three letters of recommendation from members of the music faculty (including the major professor in the applied concentration, an ensemble director, and an academic music faculty member); and an interview with the Music Education Committee. (Sample forms can be found [here](#).)

Once all written materials have been submitted via Canvas, students can sign up for interview times, which occur at the end of the fall semester. The student's body of work, recommendations, and personal dispositions at this interview will be discussed and evaluated. After the interview, the Music Education Committee will make one of the following recommendations concerning the student:

- 1) Recommended admittance into upper-level study in music education
- 2) Recommended re-evaluation in the spring semester
- 3) Recommended dismissal from the music education degree program

The student will be notified in writing of the results of the Music Education Evaluation. **No student will be allowed to take upper-level music education courses before he/she has successfully passed the Music Education Evaluation.**

Students who are admitted may begin upper-level Music Education coursework and begin to make plans toward student teaching placement. Students must maintain a GPA greater than 2.75 and remain in good standing with the Division to remain in the program, student teach, and graduate with a BME. Otherwise, the student will be dismissed from the program immediately.

Students who are recommended for re-evaluation will receive an Incomplete for MUS 3001. They must complete the Music Education Evaluation process in the following (spring) semester, including new faculty recommendation forms and a new essay that addresses how the candidate has attended to the deficiencies identified in the previous evaluation. After the spring evaluation, the Music Education Committee will make one of the following recommendations concerning the student:

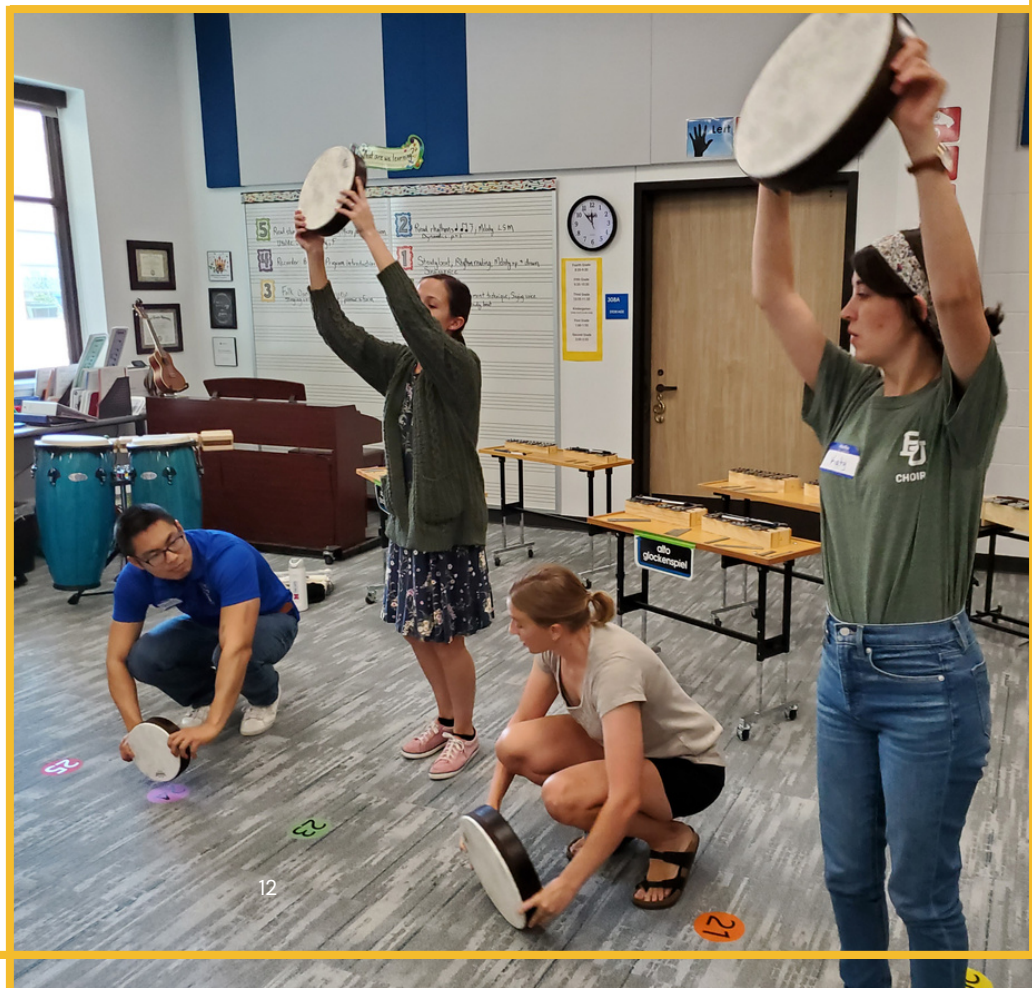
- 1) Recommended admittances into upper-level study in music education
- 2) Recommended dismissal from the music education degree program

A student can only be re-evaluated one time before being admitted or dismissed.

Students dismissed from the program must change their major within the first ten days of the start of the next semester. Assistance is available from your advisor or the School of Music Undergraduate Academic Program Manager for students who would like to discuss alternate degree options.

TIPS FOR SUCCESS

- Send Faculty Evaluations to your professors ASAP to allow them time to complete the form.
- Follow up with your chosen faculty member(s) to check on completion of faculty evaluation after a couple of weeks.
- Use the University Writing Center to help with your essay.
- Triple-check that all required documents have been submitted.
- Sign up for your interview time slot ASAP.
- Be **ON TIME** for your interview.
- Dress professionally.
- Look the interviewing committee in the eye during your interview.



READMISSION INTO THE MUSIC EDUCATION PROGRAM

Any student who has been dismissed from the BME program as a result of the Music Education Evaluation process may apply for re-admission to the program utilizing the following procedures:

- 1) A student may re-apply for admission to the BME degree program no sooner than two semesters (not including the summer term) after leaving the BME major.
- 2) To re-apply for admission, the student must meet the following criteria:
 - A. The student must re-audition for the applied faculty in the area of the applied major. All grades in the applied major must be B or above since the withdrawal from the BME major. (The applied faculty must submit a new written letter of recommendation as a part of the Music Education Evaluation process.)
 - B. To re-apply, the student must enroll in MUS 3001 and complete all requirements and procedures for the course, including new letters of recommendation and a new essay.
 - C. The student must notify the Director of the Music Education Division in writing of their intent to re-apply for admission before enrolling in MUS 3001.
 - D. The student's current transcript must reflect the following:
 - Grade of C or above in all music courses. The requirement for the grade of C or above applies to all music courses taken at Baylor University, not just those taken since withdrawal from the BME major. A course may be repeated only once after withdrawal from the BME degree program.
 - A cumulative overall GPA of 2.75 or better.

EDUCATORS' CODE OF ETHICS

All students admitted to the Teacher Education Program must sign the Educators' Code of Ethics, which is kept on file in the Music Education Division office in Waco Hall East 206. Any violation of the Code of Ethics may result in being placed on a Growth Plan or dismissal from the program.

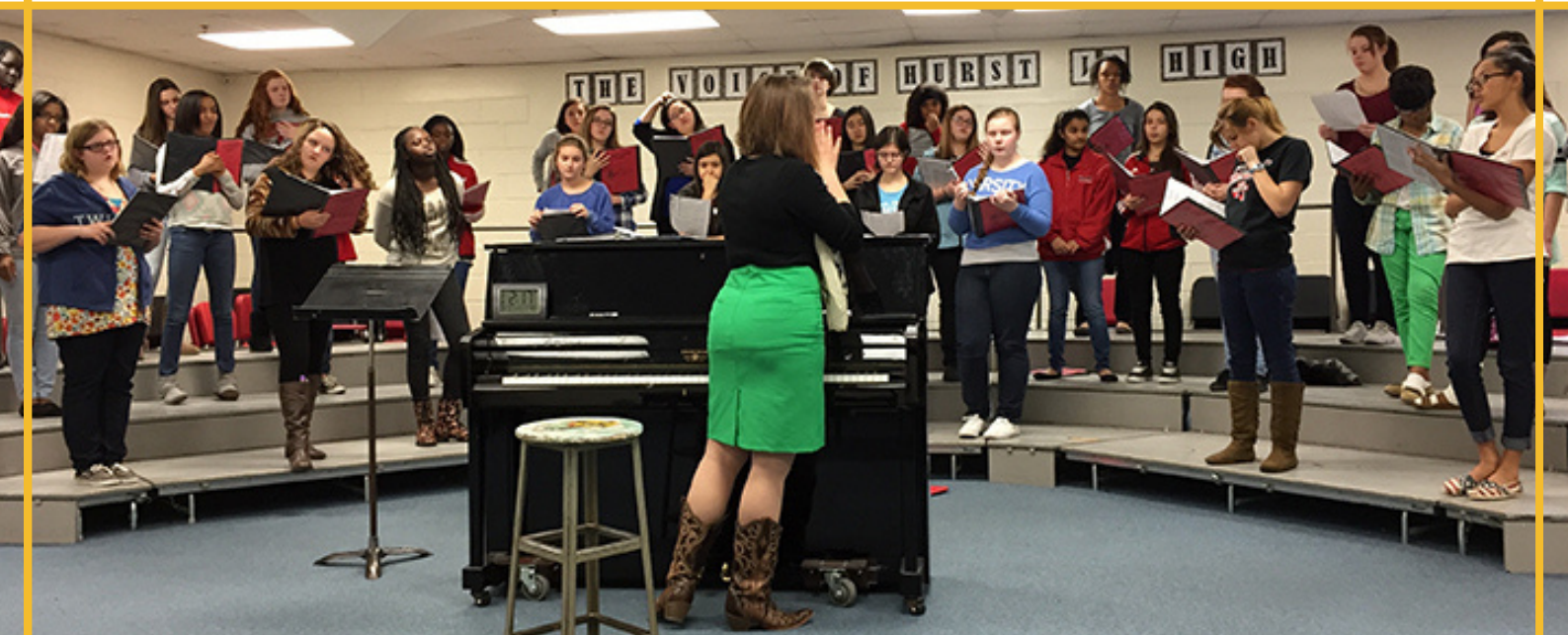
See the Code of Ethics [here](#).

GROWTH PLANS

It is the expectation that all students will experience success in this program. Therefore, as a condition of your acceptance as a candidate in the educator preparation program or during your participation in any music education course, you may be placed on a Candidate Growth Plan. This growth plan will address concerns regarding your understanding of professional and responsible behaviors and/or course expectations and requirements and/or your understanding of content and pedagogy. This growth plan will be developed to address specific concerns. Any student placed on a growth plan must meet all described conditions, and the conditions and outcomes of the growth plan will remain in effect while you are a candidate in the Educator Preparation Program.

To ensure your greatest opportunity for growth and success in the classroom, your progress in meeting the growth plan conditions will be assessed periodically throughout the semester. Failure to exhibit progress will result in an immediate review. Failure to meet all growth plan conditions will result in no grade higher than a B- for the relevant course.

A student teacher who fails to meet all growth plan conditions will jeopardize their recommendation for certification from Baylor University. If the University does not recommend a candidate for certification, certification in Texas cannot be obtained through alternate means.



MUED FIELDWORK

All teacher education candidates in the state of Texas are required to complete a minimum of 30 hours of fieldwork in schools before student teaching. Almost all Music Education courses contain fieldwork as a part of the course requirements. Most of the time, you can complete the 30-hour requirement through these hours. However, you may choose to gain even more experience by observing or volunteering at schools on your own. Up to 15 hours of fieldwork may be completed via synchronous observation or asynchronous viewing (with prior approval and a written reflection).

You will be required to complete volunteer forms for local ISDs each year in the BME program (see pg. 16). If you are observing or volunteering at a school outside of the Waco area, be sure to check on their volunteer policies before heading to their campus. Each time you complete fieldwork hours, complete a fieldwork form, have it signed by the teacher, and scan to PDF to save in a Box folder. This documentation will be important when it comes time to verify your fieldwork hours before student teaching.

IMPORTANT FIELDWORK LINKS

[Fieldwork FAQs](#)

[Fieldwork Procedures](#)

[In-Person Procedures](#)

[In-Person Form](#)

[Synchronous Procedures](#)

[Synchronous Form](#)

[Asynchronous Procedures](#)

[Asynchronous Form](#)

[TEA Fieldwork Summary](#)



BACKGROUND CHECKS

Before participating in any field or clinical experience, students will be required to undergo school district criminal history checks.

Prior to receiving educator certification in Texas, all applicants must undergo a criminal history background check as a requirement for certification. Information regarding requirements for fingerprinting may be found on the TEA website at: https://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/

Preliminary Evaluation of Certification Eligibility

According to Texas Administrative Code (TAC) §227.101(c), a person who is enrolled or planning to enroll in a State Board of Educator Certification–approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

For more information about the Preliminary Criminal History Evaluation, go to the link: https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/





AREA SCHOOL BACKGROUND CHECK PROCEDURES

In anticipation of a variety of field experience opportunities during the school year, all BMEs are REQUIRED to complete the following volunteer forms for our local school districts BEFORE the first day of class each academic year. Professors in all Music Education courses will check on your completion of these forms on the first class day. Schools do not allow individuals on campus without clearance. Any observation or fieldwork assignments that cannot be done because you have not completed the forms will negatively impact your grade in those classes.

Reminder: Always be sure to wear your Baylor ID in the building when visiting schools, along with any identification provided when signing in to the school.

If you have questions or need assistance completing the forms, please contact Kristen_Jones3@baylor.edu.

▶ BAND

China Spring ISD: Disregard page 3 (regarding fingerprinting). Only pages 1 and 2 need to be submitted.

La Vega ISD: Check in on campus through the Raptor system. If the volunteers will be coming for an extended amount of time, some campuses provide badges as well. Ask at arrival to campus. (No preemptive action needed)

Lorena ISD: Complete the linked form and send it to Kristen_jones3@baylor.edu.

Midway ISD

Robinson ISD: Complete the linked form and send it to Jennifer VanCleave (jvancleave@robinson.k12.tx.us).

Waco ISD

▶ CHOIR

China Spring ISD

Midway ISD

Waco ISD

▶ ORCHESTRA

Midway ISD

Waco ISD

FIELDWORK IN MUSIC EDUCATION (MUS 4001)

In the semester prior to student teaching, all BME students will enroll in MUS 4001, Music Education Fieldwork. In this course, you will demonstrate readiness for student teaching by documenting 30 hours of completed fieldwork, a reflection essay on your fieldwork experience, and required trainings (all of which must be uploaded into the Tk20 system).

This is also when you will make your Student Teaching Placement Requests. Specific guidelines for student teacher placements will be shared in MUS 4001.

Please note:

- You cannot student teach in a school or feeder/cluster where you attended.
- Your cooperating teacher cannot have been your teacher.
- Your cooperating teacher must have a minimum of three (3) years teaching experience and cannot be in their first year at the requested school;
- If you are student teaching out of town, all requests must be in the same ISD. (We do our best to request specific schools, but the ISD must be determined first.)

Every effort will be made to confirm of your placement before the end of the semester. You will receive email confirmation when we receive notification of your placement. from the school district. All certification exams (TExES PPR and MC) must be completed by the end of the semester.

TEXAS REQUIREMENTS AND PROCESS FOR EDUCATOR CERTIFICATION

TK20 INFORMATION

Tk20 is an online tool from [Watermark](#) provided to Baylor Education students to assist them as they prepare to become professionals, educators, and leaders. Tk20 helps students record field experience gained while completing their clinical training, build portfolios for employment and/or continued education, log time spent on various educational activities, and to help with state certification.

Music Education students will use Tk20 starting in both MUS 4001 and MUS 4F30/1 to provide documentation needed for TEA certification. Specific information about TK20 procedures will be provided in these courses.

Tk20 Support:
tk20_support@baylor.edu
254.710.3414

ADDITIONAL CERTIFICATION REQUIREMENTS

Successful completion of the following:

- TExES Pedagogy and Professional Responsibilities (PPR) exam
- TExES Music Content exam
- CPR Certification
- Dyslexia Training
- Suicide Prevention Training
- Youth Substance Abuse Training
- 30 hours of fieldwork
- 2.75 Overall Music GPA

Please note: Official certification exams have separate fees set by the state due at the time of exam scheduling.

MUS 4F30/ 1: STUDENT TEACHING

Student teaching is the capstone of the Music Education degree. Music certification in Texas involves all-level teaching. Those with an instrumental concentration will experience all-level teaching in the vertical alignment of feeder schools during their student teacher placement. Choral concentrations gain all-level experience through separate placements at the elementary and secondary levels. **Any instrumental BME student who would like a split placement in an elementary general music classroom and instrumental classroom MUST have completed MUS 3331 "Elementary Music" before student teaching.**

Baylor allows student teaching across the state in the greater Waco, DFW, Houston, Austin, and San Antonio areas.

STUDENT TEACHING PLACEMENT REQUESTS

Placement requests are submitted when taking MUS 4001. Specific submission procedures will be provided at that time. Please note:

- You **MUST** have a minimum of 70 days of student teaching (including permissible professional development) **AND** teach through the last day of Baylor classes. Permissible professional development includes conferences you attend as a teacher (with your cooperating teacher). It cannot include graduate auditions or job interviews. Days must be during the school week to count.
- You may not enroll or participate in any Baylor classes or ensembles during student teaching. No exceptions.



- You may not participate in other Baylor organization activities while student teaching (EX. SING, panhellenic activities, etc.)
- All student teachers register for MUS 4230.
- In-town student teachers register for MUS 4F30.
- Out-of-town student teachers register for MUS 4F31.
- You have zero (0) absence days permitted.
- You will follow all holidays in your assigned district.



PROFESSIONALISM

Teachers are leaders and professionals. You do not become a professional by being handed a degree. You must cultivate and practice a professional demeanor during your time at Baylor. The Music Education faculty prioritize the development of professional dispositions beginning at the time of admission through graduation day.

Here are some things to remember while developing professionalism during your time at Baylor:

- You are always making an impression (whether good or bad). You never know when people are watching.
- Hard work > Excuses
- Reliability matters.
- Punctuality and attendance are the #1 question on job recommendations, so work to develop time management skills early.
- Treat your courses like your job, and your professors like your boss(es).
- Engage with faculty members and peers. Networking can land you a job.
- Be proactive. Practice developing foresight.
- Communication is key. Be clear, concise, and professional in all interactions.
- Email is the preferred professional method of communication.
- Tact is an essential and important skill to learn and exemplify. It will set you apart.
- Patience is key to professionalism.
- Be curious, not judgmental. Active learners impress during job interviews.

SCHOLARSHIPS & AWARDS

SCHOLARSHIPS

Last year, TMEA awarded \$207,000 in scholarships to high school, undergraduate, student teachers, and graduate students. Baylor students received \$25,000 of these awards—that’s 23% of the scholarships awarded to undergrads last year! Follow the links below for more information on music education scholarship opportunities.

[TBA Scholarships](#)

[TCDA Scholarships](#)

[TODA Scholarships](#)

[TMEA Scholarships for Undergraduate, Graduate, and Student Teachers](#)

[NAfME Scholarships for College Students](#)

AWARDS

Undergraduate Research Award

The Undergraduate Research Award honors a student who participated, completed, and presented research during the academic year. The quality of the student’s research and presentations is considered in addition to a student’s leadership and potential as a researcher.

Daniel Sternberg Outstanding Instrumentalist Award

ACDA Outstanding Choral Music Award

Barbara Bennett Music Education Award

The Bennett Music Education Award was established by Dr. Barbara Bennett, former professor, and director of the Division of Music Education. This award is given to a continuing student proficient in two performance areas and shows great potential to be a leader in the music education profession.

Richard Floyd Band Music Education Award

The Richard Floyd Band Music Education Award was established by friends of Richard Floyd to honor his contributions to band music education. A former Director of Bands at Baylor, and the Emeritus Director of Music for UIL, Mr. Floyd’s long history of service is an important legacy.

Robert Floyd Leadership in Music Education Award

The Robert Floyd Leadership in Music Education Award was established by friends of Robert Floyd to honor his contributions to music education in Texas. Mr. Floyd was a band director in Richardson ISD for many years before becoming the Executive Director of TMEA, a position he has held since 1992. Under his leadership, TMEA has increased its influence and stature and is impacting millions of students for the better through arts education in Texas schools.

Ken Howard Choral Music Education Award

The Ken Howard Choral Music Education Award was established by friends and former students of Mr. Howard to honor his long and distinguished career as a music educator, church music minister, and fine arts administrator.

Presser Award

Each year, the Presser Foundation provides funds for a scholarship recognizing the most outstanding rising senior at university music programs across the nation. It is our most prestigious (and lucrative) award that the School of Music awards.

TMEA Collegiate Music Educator Awards

Each year, TMEA honors outstanding Music Education graduates who have shown commitment and dedication to music education and have achieved excellence during their teacher preparations. Recipients of this award have achieved academic success, gained the respect and recommendation of the faculty, and invested in music education activities above and beyond the degree's requirements. Those who receive this award are given a certificate and the coveted graduation cords.

Student Teachers of the Year

The student teacher of the year awards—or the SToTYs—go to the most outstanding teacher in each student teaching discipline.

Outstanding Music Educator Award

Each year the Music Education faculty selects a graduating senior to be honored as the outstanding graduate in Music Education. Criteria used for selection are academic excellence, musicianship, leadership, service to the School of Music, and commitment to the profession. This award can almost be considered the “Best All-Around Music Educator” award. In addition to being outstanding in their student teaching experience, the recipient of this award should also be a great musician, a terrific student, a leader within the SoM, and demonstrate commitment to the profession. The winner receives a plaque and has their name placed on a plaque permanently displayed in the MERC.

UNDERGRADUATE RESEARCH OPPORTUNITIES

BENEFITS

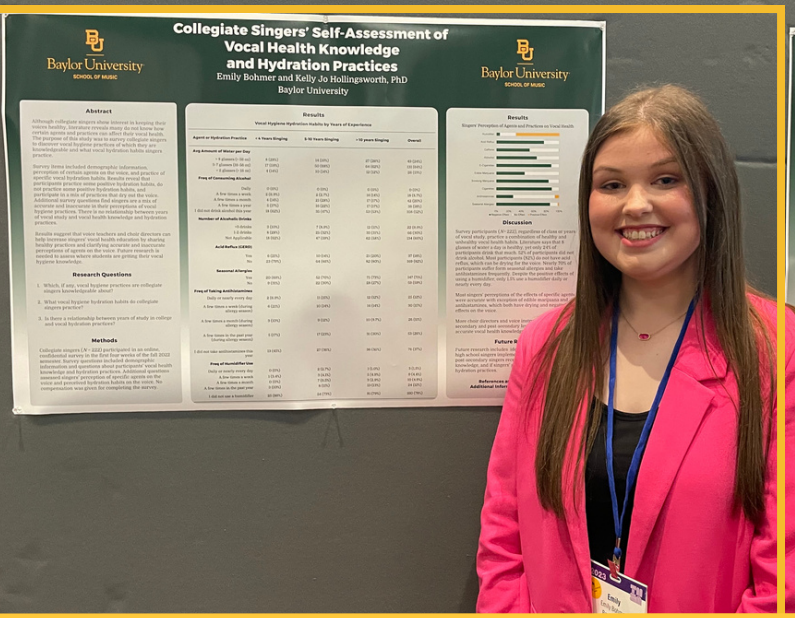
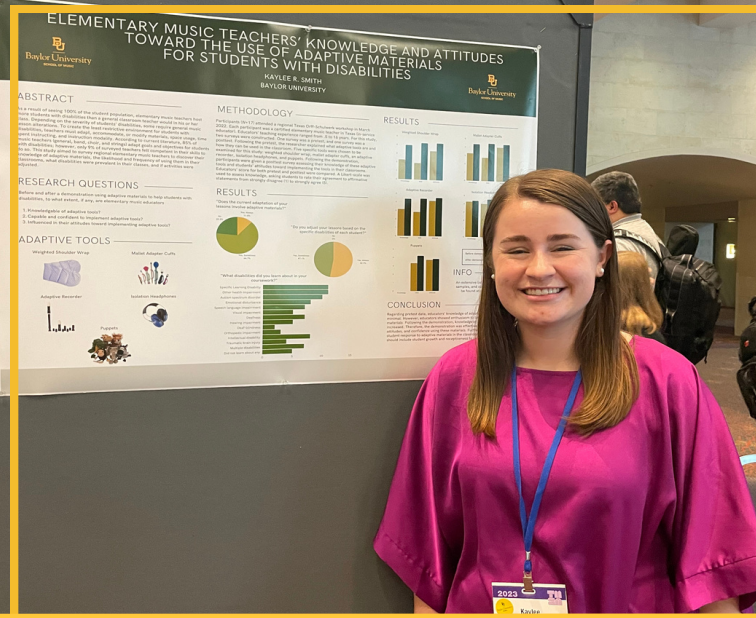
Participating in research can provide opportunities to shape your teacher identity and increase teacher efficacy. Additional benefits of participating in undergraduate research include being competitive for graduate school acceptance and assistantships, becoming an expert on a topic, getting published in an academic journal, traveling to conferences for presentations, personal growth in oral and written communication skills, being a part of a research-minded community of researchers, options to pursue research as a career field, and much more.

THE RESEARCH PROCESS

Students desiring to pursue research should consider what areas of music education are personally interesting. These areas of interest can come from observations, readings, personal experiences, or curiosities.

Once you have identified a broad area of interest, you will begin to work to narrow down the topic. This can occur through a literature review, which looks at research to identify a gap in the literature. The literature review process can take several weeks. With each new piece of research, you begin to complete a puzzle that will eventually end with research questions for your study.

Some legal and ethical steps must be completed before formally conducting your research study. After data collection, you analyze the data and report the findings. Findings are often presented in a poster or oral presentation at a research forum. There are many local, state, and national research presentation opportunities for undergraduates. Researchers also have the option to publish their research findings. Some possibilities include Baylor's Undergraduate and Scholarly Achievement yearly symposium, the Texas Music Educators Association research poster session, LSU's Discover Day in Baton Rouge, and other conferences and seminars.



TIMELINE

The research cycle for your first project usually takes a year to a year and a half. Subsequent studies in your area of expertise takes a much shorter process, from research question development to data collection and analysis to reporting the findings.

STEPS

Music education majors interested in participating in research opportunities should meet with Dr. Hollingsworth (kelly_hollingsworth@baylor.edu). Once your broad topic is identified, she can find a mentor match. Successful students commit to weekly research goals and meetings with their assigned mentors.



PROFESSIONAL ORGANIZATIONS

We encourage all music educators to participate in professional organizations at the local, state, and national levels. Here are some opportunities for involvement for all MUED majors:

Baylor University Music Education Association (BUMEA)

BUMEA is an organization for all music education majors and is dedicated to advancing the field of music education through leadership, professional development, and community involvement opportunities.

Monthly meetings feature guest speakers and planning for service projects. Getting involved with BUMEA can help improve your communication skills, build your network, and further your insights into the field of music education.

For more information about BUMEA, contact any of the officers below or contact Dr. Michele Henry, BUMEA sponsor and Music Education Program Director.

OSO Musical

Oso Musical provides free, once-weekly music classes for children in the Waco area with disabilities. Our participants range from 5 years to 12th grade and have various needs and abilities. Research has shown that children of all ability levels benefit from making music. Being immersed in a music enrichment class is a joyful and transformational experience, especially for children with special needs.

Our music classes are not music therapy services; instead, we provide a music education based on the Orff Schulwerk philosophy. We use traditional or original poems, rhymes, games, songs, and dances as basic musical building blocks. Spoken or sung, they are then accompanied by body rhythm or instruments such as drums, sticks, bells, Orff instruments, boomwhackers, and more.

Oso Musical is involved in the forefront of music research and works to spread the joy of our program with others. We believe all children are unique, and we can't wait to share their successes!

For more information or to volunteer, contact Dr. Hollingsworth.

Baylor String Project (BUSP)

The Baylor University String Project is a unique program introducing low-cost group string instruction to Waco-area 4th - 12th graders. Students enrolled learn how to read music and play a stringed instrument (violin, viola, cello, bass). In the process, they develop good work habits and improve their ability to collaborate and cooperate in groups.

The BU String Project functions as a training ground for university students enrolled in string music education classes. BME students have the opportunity to teach beginning string students from the local community. The practical teaching experience gained in this program has a powerful effect on their preparation for the teaching workforce.

Because of our wonderful MUED students who operate in supervised teaching roles, Baylor can offer these music lessons at substantially reduced fees, making the program accessible to all families in the community who wish to participate. Classes meet twice weekly on Tuesday and Thursday afternoons from 4:15-5:00 PM in Waco Hall East. Classes rotate between large group and private/partner lesson instruction.

BME Orchestra students interested in teaching with the Baylor String Project should contact Dr. Alexander and Kristen Jones to apply and set up an interview.

Texas Music Educators Association (TMEA)

Since 1920, TMEA has worked to ensure excellence in music education for all Texas students. Over 13,000 school music educators are TMEA members belonging to one of five TMEA Divisions: Band, Orchestra, Vocal, Elementary and College. A Vice-President is elected in statewide elections to guide the activities of each division.

On behalf of its members and Texas students, TMEA carefully monitors the actions of all state decision-making bodies on issues affecting fine arts instruction in Texas. In addition to many member benefits, TMEA offers professional development opportunities for its members with Region workshops and especially with its annual Clinic/Convention. TMEA supports the future of music education by offering scholarships to music education majors and sponsoring the Texas Future Music Educators, an organization through which high school students interested in careers in music education learn more about what to expect in their college education and future careers. Membership benefits include:

- Liability Insurance
- Scholarship Opportunities
- CPE Credit
- Job Services
- Mentoring Network
- Publications

National Association for Music Education (NAfME)

The National Association for Music Education (NAfME) is a collaborative community supporting music educators and advocating for equitable access to music education. The only association that addresses all aspects of music education, NAfME, together with its affiliated state music education associations, advocates at the national, state, and local levels and provides resources and opportunities for teachers, students, parents, and administrators. Founded in 1907 and representing more than 53,000 members teaching millions of students, NAfME advances the music education profession and promotes lifelong experiences in music. Membership benefits include:

- Make your voice heard in local, state, and federal advocacy efforts, helping advance the gains from implementing the Every Student Succeeds Act (ESSA), including the stand-alone listing for music as part of a well-rounded education.
- Access free NAfME resources such as our Civic Action Field Guide, our Local Advocacy Action Plan, free advocacy webinars, and national support for your state's efforts.
- Spotlight music education with free resources during March –Music In Our Schools Month®.
- Keep up-to-date on music standards, research, and professional directions for all teaching areas and levels through national and state publications:
 - Music Educators Journal
 - Teaching Music magazine
 - Journal of Research in Music Education
 - Journal of General Music Education
 - Journal of Music Teacher Education
 - Update: Applications of Research in Music Education
- Take advantage of discounts on NAfME books, and free online teaching ideas and resources from experienced music educators.
- Access online continuing professional development clock hours through the new NAfME Learning Center
- Connect with your fellow educators nationwide on Amplify, the online community exclusively for NAfME members.
- Find opportunities for leadership and advancement by presenting at the Biennial Research and Teacher Education Conference, participating in your state leadership, and by advising Tri-M® and Collegiate chapters.
- Engage with your colleagues at NAfME and state conferences and events.
- Access career resources such as affordable professional liability insurance and free resume posting.

Texas Band Association (TBA)

The purpose of the Texas Bandmasters Association, Inc. is to:

- Continually assist its membership in achieving the highest standards of instrumental music education.
- Promote the place and value of music education in our society and the important role instrumental music plays in our cultural, intellectual, and social lives.
- Foster goodwill, fellowship and a collegial spirit among all its members.
- Support and encourage a proper balance between professional life, personal health, and attention to family.
- Provide its current membership and future music educators with a comprehensive annual Convention/Clinic including an exhibit hall, live concerts, and special programs for students, spouses, families, and boosters.
- Provide its membership with additional resources including the Bandmasters Review (our quarterly magazine), teaching aids, convention handouts, and magazine archives on our website.
- Provide opportunities for Professional Development during the school year through the TBA Outreach Program.

Texas Choral Directors Association (TCDA)

The **mission** of TCDA is to promote the art and artistry of choral singing and support the pursuit of excellence within the choral music profession.

The **purpose** of TCDA:

- Facilitate collaboration and cooperation among choral directors at the local, regional, and state level.
- Organize and provide intellectual and professional development activities that embrace varied styles, genres, and aspects of choral music.
- Curate and provide access to a diverse body of choral repertoire appropriate for choirs of all ages, voicings, and communities through music reading sessions, workshops, and clinics.
- Maintain regular communication with the membership and disseminate news and information related to fulfilling our mission statement.
- Develop and maintain a leadership system (local, regional, and state-wide) engaging a diverse group of choral musicians who reflect the communities in which they work and reside.

- Foster and promote diversity, equity, inclusion, and access through active engagement with marginalized and underrepresented choral musicians and communities, as well as potential choral participants.
- Pursue and provide funding that supports educational and professional development activities for TCDA members, with expanded opportunities for choral musicians in marginalized and underrepresented communities.
- Foster an inclusive and welcoming community of choral musicians by promoting social/emotional well-being and actively seeking input from diverse perspectives and traditions of choral singing.

Texas Orchestra Directors Association (TODA)

The **mission** of TODA is to support, train and encourage the success of Texas orchestra directors and music teachers and to instill a love of music in every Texas school and community orchestra.

The **purpose** of this association shall be to promote the development of orchestras by providing for the professional growth of orchestra directors through annual sponsorship of new music reading sessions, clinics, workshops and exhibits.



RESOURCES

MUSIC EDUCATION RESOURCE CENTER (MERC)

The MERC contains a wealth of resources for music educators. Housed in Waco Hall East 129, the MERC has perusal copies of all UIL large group repertoire on the Prescribed Music List (PML), all major instrument methods books, K-6 general music textbooks, choral octavo sets, many video and audio recordings, and a significant number of books on teaching music. The MERC also has PC & Apple computers available for use, printing and copying services, and other office equipment. It is a great place for study groups, and while you're there you can pick up a School of Music t-shirt and warm up your lunch in our microwave (sponsored by BUMEA).

MERC Employment

The MERC is staffed by our wonderful student workers. Each semester, there is usually availability for one or more Music Education students to join the MERC staff. If you are interested in working in the MERC, please contact Kristen Jones at Kristen_Jones3@baylor.edu or drop by her office in Waco Hall East 206.

MUSIC LIBRARY

The Crouch Fine Arts Library is full of musical and artistic resources for Baylor University students, faculty, and staff. Tucked away in the corner of the third floor at Moody Memorial Library, the Crouch Fine Arts Library maintains an expansive collection of thousands of audio and video recordings, music scores, art books, and multiple rare and historical special collections.

The extensive music and scholarly collections are available to all Baylor students, faculty, and staff. There are also vast collections of materials available online, including access to performances by top international orchestras and musical organizations. Many of the physical materials are available for checkout with a Baylor ID, but a plethora of resources are available digitally through various services Baylor subscribes to for student, faculty and staff use.

For questions and help navigating the Crouch Fine Arts Library, please contact Jamie Duerksen (Jamie_Duerksen@baylor.edu), Reserves Coordinator for the Arts & Special Collections Research Center, or Beth Farwell (Beth_Farwell@baylor.edu), Director of Moody Library Special Collections, Liaison to Museum Studies Department, and Liaison Librarian to the School of Music.

Research Tips: Navigating Crouch

This guide is designed to help you find information on various aspects of music education. Consult BearCat, Baylor Libraries' online catalog (<http://bearcat.baylor.edu>), for complete holdings information and availability of materials. If you need assistance, the library staff will be happy to help you.

Books related to music education are best located using Library of Congress Subject Headings. The main subject heading for this area is "music instruction and study." To see a list of similar subject headings, perform an LC Subject search on BearCat for the above subject heading. Examples of other subject headings for related areas (which can be seen by searching the above subject heading) include:

Conducting

Here are entered works on orchestral conducting or a combination of orchestral and choral conducting. Works on choral conducting are entered under Choral conducting.

Conservatories of Music

Ear Training

Instrumental Music

Instruction and Study Subdivision

Instruction and study under individual musical instruments, e.g. Piano--

Instruction and study

Instrumentation and orchestration

Kindergarten Music

Music Appreciation

subdivision Analysis, appreciation under headings for forms and types of music compositions

Music in universities and colleges

Most of the books related to music education are shelved in the area with call numbers beginning MT. In general, this section is subdivided as follows:

ML1+	annual, serial publications
MT	MUSICAL INSTRUCTION AND STUDY Music Education Resources
MT1	theory of musical instruction and study (pedagogics)
MT2-5	history and criticism
MT6-7	music theory
MT20-32	special methods
MT40-67	compositions
MT58-67	forms
MT68	improvisation, accompaniment, transpositions
MT70-71	orchestra and orchestration
MT73	band and instrumentation for band
MT90-145	analytical guides
MT150	guides
MT170-810	instrumental techniques
MT730	orchestral instruction and study
MT733	band instruction and study
MT740-810	instruction and study for children
MT820-949	singing and voice culture

Research Tips: Finding (Online) Journals/Periodicals

The best way to locate journals or periodicals in the Baylor Libraries is to perform a keyword search in BearCat for the following:

(s:music instruction and study) and s:periodicals

Many of these journals are found under the subject heading "music instruction and study - periodicals" but using the keyword search above will also locate journals using variants of this subject heading such as "music instruction and study - United States - periodicals."

Check BearCat for detailed information on our holdings. NOTE: Journals published annually are classified in the Library of Congress system (rather than filed alphabetically as journals). See BearCat for call numbers of annual publications. Journals with publication schedules more frequently than once a year are filed alphabetically by title. Current issues (usually within the past year) are located in the Crouch Reading Room and older issues ("bound periodicals") are shelved around the perimeter of the Crouch Books/Scores area. For a listing of all music education-related periodicals (including ones to which we no longer subscribe and items held by other Baylor libraries), see BearCat. For help finding particular articles on your topic, see the Crouch Research Guide "How To Find Articles in Music Journals."

Examples of Music Education Journals in the Crouch Fine Arts Library:

American Music Teacher
British Journal of Music Education
Bulletin of the Music Teachers National Association
Bulletin-Council for Research in Music Education
Contributions to Music Education
Early Childhood Connections
Instrumentalist International
Journal of Music Education
Journal of Music Teacher Education
Journal of Research in Music Education
Music Education Yearbook
Music Educator's Journal
Orff Echo
Quarterly Journal of Music Teaching and Learning
Quarterly: Center for Research in Music Learning and Teaching
Southeastern Journal of Music Education
Southwestern Musician and the Texas Music Educator
Suzuki Journal
Teaching Music

LEARNING RESOURCE CENTER (LRC)

The Learning Resources Center (LRC) provides materials related to education subject fields, child and adolescent learning and psychology, and professional knowledge supporting the School of Education curriculum. All resources are completely free for education students to check out and use!

Media Center & Services:

Students, faculty and staff can use audio-visual equipment, digital fabrication, robotics, and other tools to create educational materials.

The Media Center's on-site equipment includes:

- 3D printers
- Binding machines
- Die Cutters
- Laminators
- Poster Printer (36" max) and Color Printers*

*Send documents via email: Media Services Email: Media_Support@baylor.edu

All printing services require two business days' notice.

Look for these items at the LRC:

- Children's and Young Adult Books
- Educational Journals and Magazines
- Interactive Large-Scale Touch-Screen Monitors
- Leveled Readers
- Macintosh Computers, PCs and Paw Print-enabled printers
- Maps, Posters, and Charts
- Math Manipulative Materials
- Professional Assessment Materials for Educational Psychology
- Puppet Collection
- Resource Materials for Teaching arranged by Subject Area
- Standardized Test Collection
- State-Adopted Textbooks, K-12
- Study Areas for Collaboration
- Teaching Kits and Games

LRC Mission:

The mission of the Learning Resources Center of the School of Education is to meet the needs of both faculty and students by providing materials related to the subject fields, to child and adolescent learning, and to professional knowledge that supports the SOE curriculum, and to offer students experience in using equipment and materials similar to those they will use when they begin teaching.

LRC Contact Information

Physical Location: Marrs McLean Science Building, Garden Level
(basement)

Hours: Monday–Thursday 8 a.m. – 4:50 p.m., Friday 8 a.m. – 2:50 p.m.

Phone: (254) 710-3114

Email: LRCservice@baylor.edu

Website: <https://www.baylor.edu/soe/index.php?id=935336>

WRITING CENTER

Take your essay to the Writing Center. The [University Writing Center \(UWC\)](#) offers free personal consulting in all areas of writing and composing at any stage of the writing process. Whether you want a reader for a final draft, brainstorming ideas, or discussing an entire assignment, the UWC can help.

Because everyone writes differently, we tailor our support to meet each writer's needs. We believe that writing benefits from feedback and response, so the UWC is a place for dialogue and conversation. We take the time to talk about your writing so that you can become a better writer, reviewer, and editor of your own work.

We are qualified readers of print-based, digital, and new media compositions. Some of the print-based documents we review include academic essays, research papers, lab reports, literature reviews, job applications, proposals, personal statements, resumes, and CVs. We also consult over digital, visual, and multimodal compositions, including audio and video essays, brochures, flyers, websites, digital stories, research posters, and other new media projects. We also help with issues particular to ESL writers.

We offer three types of consultations at the UWC. Click on any of the following hyperlinks for more information:

- [In-Person Tutoring](#)
- [Online Consultations:](#)
 - [Video Conferencing](#) (immediate feedback via video)
 - [Written Feedback](#) (written feedback within 48 business hours)

Please visit these webpages to determine what will work best for you. For concerns or questions, please email us at uwc@baylor.edu. If you have problems logging in to your online consultation or have other questions about your consultation, please email your consultant directly.

Any student, faculty, or staff member is welcome to schedule an appointment using the online scheduler. Drop-ins are also welcome, but availability isn't guaranteed, so making an appointment is best. For more information on how to schedule your online appointment, visit the [Schedule an Appointment](#) page.

UWC Contact Information:

Physical Location: Moody Library, 2nd floor West

Phone: (254) 710-4849

Email: UWC@baylor.edu

Website: <https://uwc.artsandsciences.baylor.edu/>

CENTER FOR ACADEMIC SUCCESS AND ENGAGEMENT (CASE)

Baylor's Center for Academic Success and Engagement (CASE) seeks to promote academic excellence and vocational discernment of all students by offering a range of services from tutoring to academic mentoring. If you need help deciding on a major, gaining study skills, or getting ready for midterms or finals, the CASE can help!

For questions about CASE and how it can help you in your music degree, ask Kyle Howerton, Undergraduate Admissions Program Manager for the School of Music.

CASE Contact Information

Physical Location: Sid Richardson Building, West Wing Basement

Email: case@baylor.edu

Phone: [254-710-8696](tel:254-710-8696)

Website: <https://case.web.baylor.edu/>



SCHOOL OF EDUCATION COMPLAINT PROCESS

COMPLAINT PROCESS

The Baylor University School of Education (BUSOE) provides a process for students, employees, former employees, cooperating teachers, mentors, and administrators of cooperating schools and districts who have complaints or grievances against the BUSOE.* This process can be found at [Baylor School of Education Complaint Process](#).

An informal resolution process is encouraged by suggesting that concerns be expressed as soon as possible with the appropriate BUSOE employee who has the authority to address the concern. If an informal resolution is not appropriate or not successful in resolving the complaint, a formal process may be initiated.

The process and timeline are explained in the "POLICY FOR COMPLAINTS PERTAINING TO THE BAYLOR UNIVERSITY SCHOOL OF EDUCATION." The form for the formal complaint process is provided via Qualtrics and is here: [SOE Complaint/Grievance Reporting Form](#)

Information regarding the process for contacting the Texas Education Agency, should the formal complaint process fail to resolve the matter, is listed at the bottom of the linked page. If you have any questions or concerns about this policy and process, please contact Dr. Suzanne Nesmith, Associate Dean of Undergraduate Education:
Suzanne_Nesmith@baylor.edu

*Please note that the SOE complaint process does not address complaints alleging or concerning: (1) discrimination or harassment based on race, color, gender, national origin, or disability, as well as retaliation related thereto; and (2) identification, evaluation, educational placement, or discipline of a student with a disability. Complaints of these types shall be redirected to [Civil Rights Reports](#) and [Accommodating Students with Disabilities - Office of Access and Learning Accommodation](#).

DIVISION CONTACTS

Michele Henry, PhD

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Michael Alexander, DMA

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Kelly Hollingsworth, PhD

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Kristen Jones

Assistant to the Associate Dean for Academic Affairs, Music Education and Vocal Division
Administrator
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OTHER CONTACTS

TEA & School of Education: Sandra Parnell, sandra_parnell@baylor.edu

Certification Testing: Lisa Osborne, lisa_osborne@baylor.edu

Registration and Advising: Kyle Howerton, kyle_howerton@baylor.edu

Report Facilities issues: Kristen Jones, kristen_jones3@baylor.edu

For studio, lesson, recital, or Music Hour questions, please contact your applied teacher.
