

OUTCOMES ASSESSMENT PLAN

BACHELOR OF MUSIC DEGREE

in Music Education

MISSION OF THE DEPARTMENT OF MUSIC

The primary objective of the Music Department at Oklahoma State University is to provide training for students who plan careers in the field of music. Professional instruction prepares students for careers in teaching, performing, or the music industry. The music degrees are also excellent preparation for graduate level studies and for church music positions.

The undergraduate student majoring in music at OSU may choose to pursue a professional degree, the Bachelor of Music (with separate tracks for performance, music education, or music business), or a liberal arts degree, the Bachelor of Arts. Additionally, a degree offered by the College of Arts and Sciences, the Bachelor of University Studies, allows goal-directed students to personalize their degree plans, permitting interested students to major in two disciplines, one of which may be music.

For graduate students in Music, the degree Master of Music In Pedagogy and Performance is designed to facilitate the education of aspiring performers, conductors, and teachers.

The Music Department serves the entire University, offering instruction to non-majors in many of its courses. These include General Education offerings, applied music instruction, participation in vocal and instrumental ensembles, and music courses for education majors.

Creative work in music (performance, composition, or scholarly research) is an intrinsic component of the Department's work. As a model for student effort, creative work is inseparable from the teaching function; toward the enrichment of the cultural environment on campus and in the wider community, it is an essential aspect of University service; as a catalyst, it stimulates further growth in the faculty member and of the discipline.

Excellence in student performance, in both ensemble and solo venues, is of vital importance to the Department and its mission. Recruitment of students of high quality is a fundamental objective of the Department.

Extension activities are essential to the Department, which has taken a leadership role in offering extension courses in addition to resident instruction. The expertise of the entire faculty is presented to a wide constituency beyond the campus.

DESIRED STUDENT OUTCOMES

The Bachelor of Music in Education degree plan includes several course areas designed to ensure that the graduate will be proficient in the components of basic knowledge (music theory, music history, music literature), in the application of that knowledge to performance (conducting studies, applied music lessons, recitals), and in the ability to teach musical concepts and skills (methods and techniques courses, student teaching internship).

METHODS FOR ASSESSING OUTCOMES

To demonstrate competence in basic knowledge about music, music education students must pass all courses in the core curriculum with a minimum C grade. To demonstrate competence in the area of performance, students must pass applied music juries, keyboard proficiency, and successfully present a public senior recital.

Music education students are evaluated in a number of ways to ensure that they are prepared for the teaching profession. First, they must pass the “Interview for Admission to the Professional Education Program.” Next, they must prepare a Teaching Portfolio for evaluation by the music education faculty. Finally, they must successfully complete their student teaching assignments and pass the state required certification and licensure exams.

Assessment of the graduates of our program continues through the use of the Music Department Exit Survey and the OSU Alumni Survey administered every other year by the Office of University Assessment.

Listed below are the specific means by which the Department of Music will evaluate the meeting of its goals and objectives for the Music Education degree:

1. Recital Hearing Forms (Appendix A) – A “recital hearing” is conducted by a faculty committee at least two weeks prior to the recital performance. The committee must approve the recital for public performance or recommend a postponement or cancellation. Committee members will provide the student with written comments of the performance.
2. Interview Form for Admission to Professional Education Program (Appendix B) – An interview is conducted by a faculty committee at the mid-point of the degree plan to assess the candidates’ potential for success in the teaching field. In order to continue in the degree plan (take upper level methods courses and student teach) students must pass the interview.
3. Portfolio Rubrics (Appendix C) – Teaching Portfolios will be evaluated three times during the student’s course of study. The first evaluation occurs at the point of the Interview for Admission to the Professional Education Program. The second evaluation

occurs just prior to the student teaching semester. The third evaluation occurs at the completion of the student teaching experience.

4. Student Teacher Evaluation Forms (Appendix D) – These evaluation forms are completed by the public school cooperating teacher and the university supervisor at the mid-point and again at the end of the student teaching experience.

5. Music Department Exit Survey (Appendix E) – This survey is administered at the end of the student's final semester in the program. Its purpose is to solicit feedback from the students regarding the value of their undergraduate coursework and experiences.

6. OSU Alumni Survey - The Music Department participates in the alumni surveys coordinated by the Office of University Assessment every other year. These surveys target alumni who are one- and five-years post graduation. Their purpose is to solicit feedback from alumni regarding the continuing value of their coursework and experiences.

USE OF RESULTS

The Music Department Assessment Coordinator will be responsible for collating the data and presenting findings to the Department Head. After reviewing the data, the Department Head will counsel with individual faculty, refer findings to the Advisory Committee, or refer matters to the departmental faculty (see Appendix 'H').

Upon analysis of the data, the Department of Music shall seek to secure those aspects of the program that are identified as strengths. It will work to improve those areas of the program that are identified as deficient. It will change those aspects of the program that need to be addressed, and it will add components to compensate for any missing elements. It is the intention of the Department continually to refine the degree, both through the nature and content of the coursework and through the overall requirements of the degree program.

OUTCOMES ASSESSMENT PLAN

BACHELOR OF MUSIC DEGREE

in Performance

MISSION OF THE DEPARTMENT OF MUSIC

The primary objective of the Music Department at Oklahoma State University is to provide training for students who plan careers in the field of music. Professional instruction prepares students for careers in teaching, performing, or the music industry. The music degrees are also excellent preparation for graduate level studies and for church music positions.

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For graduate students in Music, the degree Master of Music In Pedagogy and Performance is designed to facilitate the education of aspiring performers, conductors, and teachers.

The Music Department serves the entire University, offering instruction to non-majors in many of its courses. These include General Education offerings, applied music instruction, participation in vocal and instrumental ensembles, and music courses for education majors.

Creative work in music (performance, composition, or scholarly research) is an intrinsic component of the Department's work. As a model for student effort, creative work is inseparable from the teaching function; toward the enrichment of the cultural environment on campus and in the wider community, it is an essential aspect of University service; as a catalyst, it stimulates further growth in the faculty member and of the discipline.

Excellence in student performance, in both ensemble and solo venues, is of vital importance to the Department and its mission. Recruitment of students of high quality is a fundamental objective of the Department.

Extension activities are essential to the Department, which has taken a leadership role in offering extension courses in addition to resident instruction. The expertise of the entire faculty is presented to a wide constituency beyond the campus.

DESIRED STUDENT OUTCOMES

The Bachelor of Music in Performance degree plan includes several course areas designed to ensure that the graduate will be proficient in the components of basic knowledge (music theory, music history, music literature), in the application of that knowledge to performance (applied music lessons, recitals), and in the understanding of the literature composed for any given performance medium (repertoire studies).

METHODS FOR ASSESSING OUTCOMES

The performance degree in music is steeped in a rich tradition established in the conservatories of Western Europe more than 200 years ago. The tradition allowed for only a single degree to be awarded in each performing area. The single 'graduate' was determined via a juried performance. While the exclusionary approach to earning a degree is no longer universally practiced, the philosophy of the curriculum reflecting the performing aspect of the 'performance art' is very much the norm. Based upon this premise, the chief component of any assessment of this program must focus upon performance of the art.

One primary assessment method for the music performance degree is the senior recital. This performance, a long-standing component of the curriculum, features the recitalist as the principal soloist performing a wide variety of the standard solo repertoire from their field of study. The recital, however, reflects much more than the individual performance. Students begin months in advance diligently studying the repertoire in order to select items that represent historical breadth, display an appropriate variety of stylistic concepts, illustrate principal genres, allow them the opportunity to display a true understanding of the art form, and display a competent mastery of their instrument. An expected part of the preparation process involves not only technical and musical skill refinement, but also research into the historical background of a work and its composer (and arrangers and/or editors), compositional style, theoretical analysis, and other pertinent details.

Assessment of the graduates of our program continues through the use of the Music Department Exit Survey and the OSU Alumni Survey administered every other year by the Office of University Assessment.

Listed below are the specific means by which the Department of Music will evaluate the meeting of its goals and objectives for the Music Performance degree:

1. Recital Hearing Forms (Appendix A) – At least two weeks prior to the recital performance, a 'recital hearing' is required. A faculty committee must approve the recital for public performance or recommend a postponement or cancellation. These committee members also provide the student with written comments of the performance (See Appendix 'A'). Following the successful completion of the 'recital hearing', students must successfully present the senior recital and receive a grade of 'C' or better.

2. Music Department Exit Survey (Appendix E) – This survey is administered at the end of the student's final semester in the program. It's purpose is to solicit feedback from the students regarding the value of their undergraduate coursework and experiences.

3. OSU Alumni Survey - The Music Department participates in the alumni surveys coordinated by the Office of University Assessment every other year. These surveys target alumni who are one- and five-years post graduation. Their purpose is to solicit feedback from alumni regarding the continuing value of their coursework and experiences.

ANALYZING AND INTERPRETING DATA

The senior recital, combined with the Student Satisfaction Survey and the department's Alumni Survey, will provide sufficient data to assess the strengths and weaknesses of the program. The faculty Recital Hearing Committee thoroughly documents their assessment of the performer and his/her abilities at the time of the 'recital hearing'. The faculty studio teacher documents the student and his/her performance capabilities via the studio lesson grade and the recital performance grade. Furthermore, a recording of the senior recital archived in the Music Department Listening Lab documents the quality of the actual performance. There should be little doubt as to the students' achievements and capabilities as a performing artist after this portion of the assessment process.

The Student Satisfaction Survey and the Music Department Alumni Survey solicit input from the student/graduate at sufficiently separate intervals in order to provide interesting data for our assessment of this program. The Student Satisfaction Survey is expected to provide general information concerning the university, the department, and the student's overall assessment of his/her educational experience at OSU. The Music Department Alumni Survey will solicit specific information about 'important' courses and individual faculty. This data will provide insightful information, particularly from those students who have pursued graduate studies after leaving OSU.

USE OF RESULTS

Upon analysis of the data, the Department of Music shall seek to secure those aspects of the program that are identified as strengths. It will work to improve those areas of the program that are identified as deficient. It will change those aspects of the program that need to be addressed, and it will add components to compensate for any missing elements. It is the intention of the Department continually to refine the degree, both through the nature and content of the coursework and through the overall requirements of the degree program.

OUTCOMES ASSESSMENT PLAN
BACHELOR OF MUSIC DEGREE
Elective Studies in Business

MISSION OF THE DEPARTMENT OF MUSIC

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Creative work in music (performance, composition, or scholarly research) is an intrinsic component of the Department's work. As a model for student effort, creative work is inseparable from the teaching function; toward the enrichment of the cultural environment on campus and in the wider community, it is an essential aspect of University service; as a catalyst, it stimulates further growth in the faculty member and of the discipline.

Excellence in student performance, in both ensemble and solo venues, is of vital importance to the Department and its mission. Recruitment of students of high quality is a fundamental objective of the Department.

Extension activities are essential to the Department, which has taken a leadership role in offering extension courses in addition to resident instruction. The expertise of the entire faculty is presented to a wide constituency beyond the campus.

OBJECTIVES OF THE BACHELOR OF MUSIC - ELECTIVE STUDIES IN BUSINESS

This degree provides an attractive alternative for students who are neither interested in pursuing a career in music education, nor plan to pursue graduate studies in performance. This degree replaces many of the specialized requirements of other music degrees with 23 hours from the core requirements of the College of Business. This allows students to pursue a music degree while providing them with coursework which prepares them for a wide variety of occupations in the music industry.

DESIRED STUDENT OUTCOMES

Students in the music business program share the same requirements in music theory, musicianship, music history, and ensembles as those in other degree plans. While they are also expected to pass applied music juries and keyboard proficiencies, the level of expectation is somewhat lower than that of music education and music performance majors. Although they are not required to perform recitals or participate in practice teaching, they are required to complete a 6 - 8 hour internship with an established business in the music industry. Because of the flexibility of this degree, students completing this major are prepared to enter occupations which may have little or no direct connection with the music field.

METHODS FOR ASSESSING OUTCOMES

Within the context of the core curriculum, like all other music majors, music business students must pass all courses with a minimum C grade. In addition, all students must pass an upper division music theory exam, piano proficiency, and achieve a level of proficiency in an applied area appropriate to their particular degree track.

Further, the music business major is evaluated upon completion of their internship. The internship supervisor/host submits a written evaluation and suggests a grade. The students submit a written report and diary summary describing their experience, and a commentary on their preparation for the internship and self evaluation of what they have learned from the experience. Upon submission of these materials, they are evaluated by the music business coordinator who then assigns a grade for the internship hours.

Assessment of the graduates of our program continues through the use of the Music Department Exit Survey and the OSU Alumni Survey administered every other year by the Office of University Assessment.

Listed below are the specific means by which the Department of Music will evaluate the meeting of its goals and objectives for the Music Business degree:

1. Exams and Proficiencies - The Department will evaluate the performance of students on their comprehensive exams, applied music juries, keyboard proficiencies, and business internship.

2. Music Department Exit Survey (Appendix E) – This survey is administered at the end of the student's final semester in the program. Its purpose is to solicit feedback from the students regarding the value of their undergraduate coursework and experiences.

3. OSU Alumni Survey - The Music Department participates in the alumni surveys coordinated by the Office of University Assessment every other year. These surveys target alumni who are one- and five-years post graduation. Their purpose is to solicit feedback from alumni regarding the continuing value of their coursework and experiences.

USE OF RESULTS

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OUTCOMES ASSESSMENT PLAN

MASTER OF MUSIC DEGREE
in Pedagogy and Performance

MISSION OF THE DEPARTMENT OF MUSIC

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OBJECTIVES OF THE MASTER OF MUSIC DEGREE

Oklahoma State University offers a Master of Music in Pedagogy and Performance. This degree serves music teachers in Oklahoma and surrounding states, as well as graduating seniors of universities in Oklahoma and throughout the nation. It is a functional degree program which combines the most salient elements of traditional tracks of study in music performance and in the pedagogy of music. The degree program is structured to facilitate the education of aspiring musicians as expert performers and educators. It is the aim of the program to produce musicians who are highly skilled and accomplished performers, providing them also with the academic resources and skills to flourish as educators. Armed with these abilities, our graduates emerge from their tenure at OSU with the tools necessary to thrive in the music field.

DESIRED GRADUATE STUDENT OUTCOMES

The Master of Music degree plan includes several course areas designed to ensure that the graduate will be proficient in the components of basic knowledge (music theory, music history, music research methods), in the application of that knowledge to performance (conducting studies, applied music lessons), in the ability to teach music skills (pedagogy courses), and in the understanding of the literature composed for any given performance medium (repertoire studies). In addition, the graduate will have been immersed in a variety of performing and teaching situations through which s/he will have refined the techniques for quick analysis and effective solutions for performing and teaching situations

METHODS FOR ASSESSING OUTCOMES

In addition to the successful completion of a baccalaureate degree with the required grade point average, admission into the Master of Music degree program hinges upon the applicant's demonstrating adequate musical potential in a live audition for the music faculty. The audition is performed in the applicant's performing medium (conducting or performing on an instrument, with the human voice being considered an instrument).

Each Master of Music student demonstrates the proficiency requisite for an entering graduate student upon beginning the program. Each student must successfully pass entrance examinations in the area of Music History and Music Theory; although a student may repeat the examination process until it is successfully completed, no student may take courses of a remedial nature that will count towards the M.M. degree. Students entering the degree in voice performance must also complete a written and performing examination in foreign diction (German, French, and Italian).

Near the conclusion of the degree program, each candidate for the degree presents a final degree project that includes both a performing component (a public recital) and a written document. It is in the final degree project that a student must demonstrate a level of musical and scholarly attainment that is appropriate for a master's degree.

Each student also completes a final comprehensive oral examination with a committee of three faculty members before the M.M. is granted. The student is expected to demonstrate a full integration of knowledge that ties the particular performing medium to broader areas of music studies, that relates the repertoire of the performing medium to a historical context, that addresses issues pertaining to the teaching of the particular medium to audiences of different levels of attainment and involvement.

ANALYZING AND INTERPRETING DATA

Listed below are the specific means by which the Department of Music will evaluate the meeting of its goals and objectives for the Master of Music degree:

1. Exams and Degree Projects - The Department will evaluate the performance of students on their comprehensive exams, degree projects/recitals.
2. Faculty Assessment - Each semester, the Department will solicit an assessment by the faculty of graduate students' productivity and growth.
3. Music Department Exit Survey (Appendix E) – This survey is administered at the end of the student's final semester in the program. Its purpose is to solicit feedback from the students regarding the value of their undergraduate coursework and experiences.
4. Professional Placement - The Department will evaluate the professional placement of students upon completion of their degrees.
5. OSU Alumni Survey - The Music Department participates in the alumni surveys coordinated by the Office of University Assessment every other year. These surveys target alumni who are one- and five-years post graduation. Their purpose is to solicit feedback from alumni regarding the continuing value of their coursework and experiences.

USE OF RESULTS

Upon analysis of the data, the Department of Music shall seek to secure those aspects of the program that are identified as strengths. It will work to improve those areas of the program that are identified as deficient. It will change those aspects of the program that need to be addressed, and it will add components to compensate for any missing elements. It is the intention of the Department continually to refine the degree, both through the nature and content of the coursework and through the overall requirements of the degree program.

**Oklahoma State University
Music Department
Exit Survey**

Demographic Data

1. Age: a. Less than 25 b. 26-30 c. 31-35 d. 36-40 e. Greater than 40
2. Gender: a. Male b. Female
3. Overall GPA: a. 3.5-4.0 b. 3.0-3.4 c. 2.5-2.9 d. don't know
4. Ethnicity: a. Native American b. Asian American c. African American d. Caucasian e. Hispanic
f. Other
5. Please list the music degree received from OSU (i.e. BM in Music Education, BM in Performance,
BM in Music Business, BA in Music.)
_____ Year Conferred _____
6. On what instrument(s) did you take private studio lessons while studying at OSU?

7. In the following areas of music curriculum please list your opinion on how adequately prepared you
feel.

	Level of Preparedness				
	Low				High
Basic Music Theory	1	2	3	4	5
Music History	1	2	3	4	5
Advanced Lit/Analysis	1	2	3	4	5
Studio Lessons	1	2	3	4	5
Ensembles	1	2	3	4	5

8. Please describe any course you think should be added for musicians at OSU.

Why? _____

9. Please list any courses you were required to take that you think should not be required.

Why not? _____

10. Do you feel you had adequate opportunities to perform in the following situations?

Large Ensemble (Conducted)	Yes _____	No _____
Small Ensemble (Non-Conducted)	Yes _____	No _____
Solo	Yes _____	No _____
Staged Ensemble Productions (opera)	Yes _____	No _____

11. What was the general influence of these performance opportunities on your career development?

	No Influence				Tremendous Influence
Large Ensemble	1	2	3	4	5

Small Ensemble	1	2	3	4	5
Solo	1	2	3	4	5
Staged Ensembles	1	2	3	4	5

12. Do you feel that the breadth of your studies prepared you adequately for performing your senior recital?

No Influence				Tremendous Influence
1	2	3	4	5

13. Were your senior recital advisors or committee members helpful?

No Influence				Tremendous Influence
1	2	3	4	5

14. Are you or have you been a member of a community ensemble, church, or other civic music organization?

Yes _____ No _____

15. What professional music organizations are you currently or have you been a member of? (i.e. MTNA, NATS, CMENC, etc....)

16. How important were the following elements in your decision to attend Oklahoma State University and the Department of Music?

	Not Important			Very Important	
Location	1	2	3	4	5
Cost of tuition	1	2	3	4	5
Recommendations of a teacher /acquaintance	1	2	3	4	5
Assistantship / Scholarship	1	2	3	4	5
Quality of general education	1	2	3	4	5
Reputation of the department of music	1	2	3	4	5
Presence of a particular faculty member	1	2	3	4	5
Reputation of performing ensembles	1	2	3	4	5
Variety of course offerings	1	2	3	4	5

17. Do you have any general comments or suggestions regarding the OSU Department of Music?

Music Performance, BM

In rating the following, consider your knowledge and skills prior to your first professional position. Rate each area based upon how prepared you feel.

- 0 - Not applicable
- 1 - No ability or knowledge
- 2 - Poor ability or knowledge
- 3 - Some ability or knowledge
- 4 - Adequate ability or knowledge
- 5 - Excellent ability or knowledge

- ____ 1. Solo Repertoire
- ____ 2. Orchestral Repertoire
- ____ 3. Choral Repertoire
- ____ 4. Chamber Repertoire
- ____ 5. Vocal Ensemble Repertoire
- ____ 6. Foreign Languages
- ____ 7. Diction
- ____ 8. Stylistic/Performance Practice
- ____ 9. Identify performance problems
- ____ 10. Knowledge of pedagogical solutions to performance problems
- ____ 11. Piano proficiency
- ____ 12. Knowledge or ability in staging of vocal productions (opera theater)
- ____ 13. Career preparations (resume/bio writing, interview preparation, etc.)

Music Business, BM

In rating the following, consider your knowledge and skills prior to your first professional education position. Rate each area based upon how prepared you feel.

- 0 - Not applicable
- 1 - No ability or knowledge
- 2 - Poor ability or knowledge
- 3 - Some ability or knowledge
- 4 - Adequate ability or knowledge
- 5 - Excellent ability or knowledge

- ____ 1. Rate the level of knowledge or ability that your music business internship provided to you.
- ____ 2. Knowledge of the business related aspects of music.
- ____ 3. Knowledge in business courses outside of the music curriculum.
- ____ 4. Career preparations (resume writing, interview preparation, etc.)
- ____ 5. Knowledge of current technologies in music.
- ____ 6. Knowledge and understanding of a variety of music and musical practices.
- ____ 7. Upon completion of your internship, did you continue to have any type of contact with your internship host?

Yes _____

No _____

Music Education, BM

In rating the following, consider your knowledge and skills prior to your first teaching position. Rate each area based upon how prepared you feel to meet the needs of your students or school.

- 0 - Not applicable
- 1 - No ability or knowledge
- 2 - Poor ability or knowledge
- 3 - Some ability or knowledge
- 4 - Adequate ability or knowledge
- 5 - Excellent ability or knowledge

- ___ 1. Understanding of the basic philosophy of music education and ability to justify music within the school curriculum.
- ___ 2. Knowledge and ability to apply group motivational and group management methods.
- ___ 3. Ability to plan instructional sequences that are developmentally appropriate.
- ___ 4. Ability to plan instruction for students with disabilities.
- ___ 5. Knowledge of where to locate resources and professional consultants.
- ___ 6. Knowledge of age appropriate repertoire for school ensembles.
- ___ 7. Classroom presentational skills.
- ___ 8. Knowledge of how music integrates with all other academic disciplines, including other fine arts.
- ___ 9. Ability to read/interpret a score and conduct.
- ___ 10. Knowledge of Kodaly, Orff and Dalcroze methods and ability to prepare and teach a lesson according to each of these approaches
- ___ 11. Ability to use appropriate technology in music education.
- ___ 12. Knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.

INSTRUMENTAL ONLY

- ___ 1. Knowledge and ability to apply techniques for beginning instrumental instruction.
- ___ 2. Ability to teach basic fundamentals of embouchure, hand position, technique and other related skills of all the standard band and orchestra instruments at a basic level, including making a characteristic sound.
- ___ 3. Knowledge of developmentally appropriate literature and teaching techniques for chamber music.
- ___ 4. Ability to write for and teach marching band.
- ___ 5. Knowledge of developmentally appropriate solo literature for students at all levels.
- ___ 6. Knowledge of and ability to teach developmentally appropriate music activities within an ensemble rehearsal

VOCAL ONLY

- ___ 1. Knowledge of and ability to teach proper breathing and tone production techniques.
- ___ 2. Knowledge of folk songs appropriate for children.
- ___ 3. Knowledge and use of appropriate techniques concerning diction and foreign language.
- ___ 4. Knowledge of developmentally appropriate solo literature for students at all levels.
- ___ 5. Knowledge of and ability to teach developmentally appropriate music activities within an ensemble rehearsal.

ADDITIONAL MUSIC EDUCATION QUESTIONS

- 1. Which statement best describes the location of your professional and specialization course work?
 - 1 - All course work was completed at Oklahoma State University.
 - 2 - Some course work was transferred from a 4-year institution in Oklahoma.
 - 3 - Some course work was transferred from a 2-year institution in Oklahoma.
 - 4 - Some course work was transferred from an out-of-state institution.
- 2. At which of the following levels will you most likely teach?
 - 1 - Pre-school and Kindergarten
 - 2 - Elementary
 - 3 - Junior High or Middle School
 - 4 - Senior High
 - 5 - Vocational School
- 3. Are you currently seeking a teaching position?
 - 1 - Yes
 - 2 - No
- 4. How well did your field-based experiences (observations) prepare you for student teaching?
 - 1 - Poorly
 - 2 - Not very well

- 3 - Fairly well
 - 4 - Very well
 - 5 - Exceptionally well
5. How well did your music methods course work prepare you for student teaching?
- 1 - Poorly
 - 2 - Not very well
 - 3 - Fairly well
 - 4 - Very well
 - 5 - Exceptionally well
6. How well did your student teaching experience prepare you for a teaching position?
- 1 - Poorly
 - 2 - Not very well
 - 3 - Fairly well
 - 4 - Very well
 - 5 - Exceptionally well
7. How well did the overall professional education program at OSU prepare you for a teaching position?
- 1 - Poorly
 - 2 - Not very well
 - 3 - Fairly well
 - 4 - Very well
 - 5 - Exceptionally well
8. How satisfied were you with the quality of services provided by the Student Services office in your college during your undergraduate work?
- 1 - Very satisfied
 - 2 - Somewhat satisfied
 - 3 - Somewhat dissatisfied
 - 4 - Dissatisfied
9. How satisfied were you with the advising provided by music faculty?
- 1 - Very satisfied
 - 2 - Somewhat satisfied
 - 3 - Somewhat dissatisfied
 - 4 - Dissatisfied
10. How satisfied were you with the opportunity to interact with music faculty outside of the classroom?
- 1 - Very satisfied
 - 2 - Somewhat satisfied
 - 3 - Somewhat dissatisfied
 - 4 - Dissatisfied
11. Will you be pursuing a Master's degree?
- 1 - Yes
 - 2 - No
 - 3 - Maybe
 - 4 - Have completed or currently working on a Master's degree?

Read the following statements and indicate your level of preparedness using the scale below.

- 1 - Poorly
 - 2 - Not very well
 - 3 - Fairly well
 - 4 - Very well
 - 5 - Exceptionally well
- ____ 12. Effective oral and written communication with students, parents and administrators.
- ____ 13. Knowledge and understanding of how students learn.
- ____ 14. Knowledge of varied educational theories and practices.
- ____ 15. Using active, hands-on learning.
- ____ 16. Motivating students to learn.
- ____ 17. Implementing critical thinking and problem solving skills.

- ____ 18. Evaluating students' progress.
- ____ 19. Preparing and utilizing teacher-made tests.
- ____ 20. Use of alternative assessment practices.
- ____ 21. Knowledge of the impact that gender, ethnicity and race has upon the educational process.
- ____ 22. Instructing children from different cultural and linguistic backgrounds.
- ____ 23. Implementing appropriate classroom management skills.
- ____ 24. Implementing appropriate discipline techniques with students.
- ____ 25. Using community resources in the educational process.
- ____ 26. Involving parents/families in school activities.
- ____ 27. Awareness of the impact of federal and state laws upon the learning environment.
- ____ 28. Awareness of personal biases and attitudes when dealing with students.
- ____ 29. Openness to students' ideas and suggestions.
- ____ 30. Identifying students with disabilities or giftedness.
- ____ 31. Planning and delivering appropriate learning activities for exceptional students.
- ____ 32. Knowledge, understanding and recognition of individual differences related to physical, emotional and intellectual needs.
- ____ 33. Encouraging the development of students' social skills and positive self-concept.
- ____ 34. Encouraging students to take responsibility for their own learning.
- ____ 35. Knowledge and understanding of current issues, trends and problems of society as they affect the school.
- ____ 36. Knowledge and understanding of the evolution of public education in the United States.
- ____ 37. Use of self-assessment as a way of enhancing one's learning and teaching.
- ____ 38. Working effectively as a member of an educational team.
- ____ 39. Staying professionally active in one's field of interest.
- ____ 40. Working on collaboration with universities, schools and communities.

Please write your responses to the following questions:

41. Please list the areas in which you believe the teacher education program at OSU was the most beneficial in your preparation for teaching:

- a. _____
- _____
- b. _____
- _____
- c. _____
- _____

42. Please list the areas in which you believe the teacher education program at OSU needs to be improved:

- a. _____
- _____
- b. _____
- _____
- c. _____
- _____

Please indicate any additional comments you might have below. Thank you.
