



**BALL STATE
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College of Fine Arts ~ School of Music

MUSE 376: Choral Music Methods 2

Spring Semester 2026

Tuesday/Thursday 9:30 - 10:45 AM, MU 401

Instructor: Dr. Amanda Moreno

Office: MU 402 ~ Office Phone: 765-285-5582

Office Hours: Mon/Wed 10am-11:30am, or by appointment

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REQUIRED MATERIALS

- *Directing the Choral Music Program (2nd ed.)*, Kenneth H. Phillips, Oxford University Press, ISBN 978-0-19-937195-2
- *Choral Music: Methods and Materials (2nd ed.)*, Barbara A. Brinson and Steven M. Demorest, Cengage Learning, ISBN 978-1133599661
- Additional materials will be provided via Canvas.

COURSE DESCRIPTION

The primary goal of this course is to provide the student with the skills and knowledge in the teaching, directing, and managing of choral ensembles in high school/secondary settings. Topics covered will include classroom management, sight-reading instruction, sequencing, the newly-changed voice, program management, effective rehearsal techniques, professional expectations, selecting appropriate literature, and assessment.

COURSE OBJECTIVES

Through active participation in all aspects of this course, the student will:

- *Develop a personal philosophy of choral music education and curriculum.*
- *Demonstrate an understanding of the learning process/development of music literacy.*
- *Demonstrate an understanding of the vocal mechanism, vocal development, and techniques for building choral sound at the high school level.*
- *Prepare successful rehearsals using pacing, sequencing, and direct instruction.*
- *Demonstrate an awareness of the importance of professional development.*



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CONCEPTUAL FRAMEWORK

Expertise

Students develop extensive pedagogical content knowledge related to teaching in the elementary and middle school choral ensemble settings. Students are expected to learn the central concepts of this content and apply this knowledge via planning, instruction, and reflection in guided peer- and field-teaching episodes.

Engagement

Students are involved in multiple peer-teaching experiences. A constructivist approach is emphasized, providing apprentice teachers with opportunities to complete both individual and collaborative planning and instruction. Additionally, students are engaged in required professional development activities. All activities are designed to develop the commitments, dispositions, and competencies required of vocal music educators.

Context

A special emphasis is placed on issues related to vocal physiology, intellectual development, and social contexts as these interact with music learning. The instructor models a variety of strategies focused on addressing various learning styles and social/cultural settings. Students apply these strategies in guided peer and field-teaching episodes.

Rationale

This course is designed to develop pedagogical skills in choral music education at the High School developmental level. Students are exposed to teaching approaches that can be utilized in choral music settings ranging from small groups to large ensembles. Emphasis is on the role of effective planning, implementation of instruction, instructional assessment techniques, and reflective practice principles in achieving desired cognitive, psychomotor, and affective outcomes.

GRADING SCALE AND POLICY

The following percentages are standard for music education courses at BSU and are based on the university plus (+) and minus (–) system.

*** REMINDER: Students must earn a C+ or better to pass the class. Failure to complete all assignments will result in an automatic grade of C- or lower.

A	greater than 93.9	C	74 to 76.9
A-	90 to 93.9	C-	70 to 73.9
B+	87 to 89.9	D+	67 to 69.9
B	84 to 86.9	D	64 to 66.9
B-	80 to 83.9	D-	60 to 63.9
C+	77 to 79.9	F	less than 60



ASSIGNMENT SUBMISSION POLICY

It is expected that all work be submitted by the posted due date in order to receive full credit. Late work will receive a maximum of half credit if submitted more than a week late. Requests for extensions must be received no later than 48 hours in advance of the due date and may be granted at the professor's discretion. Late work will be accepted until 11:59 pm on the following dates:

- **Assignments due 01/06-02/27: Monday, March 2nd.**
- **Assignments due 03/11-04/28: Monday, April 27th.**

ASSIGNMENTS

Weekly Canvas Responses (5 pts each)	75
Updated Philosophy of Music Education	25
Updated Choral Handbook	25
Curriculum Project	100
Peer Teaching - Shared Repertoire	
- <i>Lesson Plan</i>	10
- <i>Teaching Episode</i>	40
- <i>Reflection</i>	20
Field Experience	
- <i>Observations (2@ 25 pts)</i>	50
- <i>Lesson Plan (2@10 pts)</i>	20
- <i>Teaching Episode (2@ 40 pts)</i>	80
- <i>Reflection (2@ 20 pts)</i>	40
Midterm Project	100
Digital Resource Folder	100
Professional Development	100
Professional Disposition	50
Final Presentations	100
TOTAL POINTS	905



BALL STATE UNIVERSITY

Grades will be earned through the completion of the following assignments and projects in accordance with the grade weight designations. Completion of all assignments to an acceptable standard by the final day of the semester is required to be eligible to earn a passing grade in the course.

Midterm and Final Projects: 30% of the Final Grade

The midterm project will be a partner project to create an elementary choir concert cycle.

The final project will be an individual project that builds on the midterm by adding a middle school element, as well as additional curricular requirements.

Field Experience: 30%

Students will complete 6 visits to a local choir classroom to observe and practice teaching.

Submitted assignments will include written observations, lesson plans, and reflections on teaching events.

Large Assignments: 20%

To include: Philosophy of Music Education, Choral Handbook, Digital Resource Folder, Peer Teaching items, and Professional Development items.

Weekly Posts: 10%

Each student will participate in individual learning feedback by completing Canvas

Discussion posts throughout the semester. This is worth 10% of the final grade. **Other**

Assignments: 10%

To include: a number of miscellaneous, yet related, assignments.

ATTENDANCE and PUNCTUALITY

As a pre-service teacher, you are expected to show an exemplary commitment to education and your personal growth as a professional music educator. Attendance at all class meetings is required. Students are required to provide the instructor with **prior** notice for all absences, just as you will be required to notify your future school and/or principal of an absence. Prior notification may be done via email. Lack of prior notification will constitute an unexcused absence. Any course requirements, expectations, or assignments that are missed because of an unexcused absence will receive no credit or a score of zero.

If an absence is the result of a last-minute emergency, please contact the instructor at the earliest opportunity. If the earliest opportunity to contact the instructor occurs after the start of class, and prior notice was not possible, the nature of the absence, i.e., whether it be considered excused or unexcused, will be at the sole discretion of the instructor.

Excessive absence from class, even when excused with prior notification, is considered unprofessional. As such, two (2) absences may be excused by the instructor if prior notification is provided. The fourth and subsequent absences from class will require medical documentation. Please note, medical documentation will be required for both **physical** and **mental** health absences. Informal mental health days are not recognized by our profession.

Tardy is defined as arriving to class after its official start time, regardless of what is going on in the class. Three (3) tardies, for any reason, will result in one unexcused absence. These expectations for attendance and punctuality are outlined in the revised Music Education Disposition Rubric. Failing to meet



BALL STATE UNIVERSITY

attendance and punctuality expectations will prevent a student from earning a passing grade and will result in the need to retake the course.

STUDENT ACADEMIC ETHICS POLICY

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the Vice President for Academic Affairs' [academic integrity website](#) (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. The website also includes information on Title IX and the University Grade Appeal Policy. To learn about Ball State University's academic integrity expectations and students' rights, please read the University [Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with the instructor if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include, but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books).
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments, class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing).
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

DEGREE PROGRESS and LICENSURE

All music education students should know and understand current program and licensure requirements, suggested 4-year plans, course sequencing options and limitations, and Decision Point criteria. To do so, students should regularly meet with advisors, particularly the School of Music academic advisor, and review information provided by the [Office of Teacher Education Services and Clinical Practice](#) and [Teachers College](#). Specifically, in addition to university requirements, MUSE students must:

1. Successfully complete Decision Point 1: Admission to Teacher Candidacy and qualify for applying for student teaching and registering for 300- and 400-level MUSE and Professional Education courses by:
 - a. Earning grades of C or better and satisfying all course and assessment requirements in COMM 210, MUSE 100, MUSE 150, EDMU 205, EDPS 250, MUSE 291, and MUSE 293;
 - b. Earning and maintaining an overall GPA of at least 2.50; and
 - c. Exhibiting the Dispositions expected of and by the teaching profession.
 - ➔ Decision Point 1 can and should be completed by the end of the sophomore year (4 semesters) to ensure on-time program completion and graduation.



BALL STATE UNIVERSITY

2. Successfully complete Decision Point 2: Admission to Student Teaching, by:
 - a. Earning grades of C or better and satisfying all course and assessment requirements in MUSE 356, MUSE 376, MUSE 457, EDPS 390, EDFO 420, and MUSE 350 (V&G majors);
 - b. Earning grades of C or better and satisfying all course and assessment requirements in MUSE 355, MUSE 375, EDPS 390, EDFO 420, and MUSE 350 (I&G majors);
 - c. Earning and maintaining a GPA of at least 2.50 in all Professional Education courses;
 - d. Earning and maintaining a GPA of at least 2.50 in all Music Education major courses;
 - e. Earning and maintaining an overall GPA of at least 2.50;
 - f. Exhibiting the Dispositions expected of and by the teaching profession; and
 - g. Submit an application for student teaching and have your eligibility confirmed by passing a student teaching interview with the MUSE faculty.
 - Decision Point 2 can and should be completed by the end of the Fall semester of the senior year (7 semesters) to ensure on-time program completion and graduation.
3. Successfully complete Decision Point 3: Recommendation for Graduation and Licensure.
 - It is important to note that students SHOULD complete all [Decision Point 3 requirements](#) to become licensed in the State of Indiana, regardless of whether they plan to teach out of State or not at all. Choosing to bypass an Indiana Teaching license drastically reduces the likelihood of achieving licensure in other states and limits future possibilities.

MUSE TWO-ATTEMPT POLICY

All MUSE courses are subject to a two-attempt limit. This policy applies to all current Music Education majors and any students participating in MUSE courses with the intent of gaining admission to the Music Education major. Students who do not successfully complete a MUSE course within 2 attempts will become ineligible to complete the Music Education program at Ball State. **An attempt is defined as any registration resulting in a letter grade less than "C"**. A copy of the complete policy, as well as the appeal process for a third attempt and program continuation, can be obtained from the Coordinator of Music Education.

DISPOSITION ASSESSMENT

Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system, and (2) a disposition alert system, which provide opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Information about the rubric, procedures, and alert policy are available on the Student Teaching page of the OTES website, found [HERE](#).

PROFESSIONAL MEMBERSHIP

It is expected that all Music Education students at Ball State University be members of at least one professional music education organization: NAFME/IMEA, ASTA, ACDA, MTNA, NBA, AOSA, OAKE, etc. To ensure appropriate credit for professional membership, students should pay all registration dues and be listed on the chosen organization's membership roster by midterm. It is recommended that students strongly consider national membership in NAFME/IMEA, not just local membership in NAFME @ Ball State. Included in national NAFME/IMEA membership is access to three journals that are sources for continued professional development, i.e., Teaching Music, Music Educators Journal, and Inform, access



BALL STATE UNIVERSITY

to live and archived webinars on a variety of topics, and special collegiate pricing for conference registrations and merchandise. Membership in a professional organization remains an expectation for students' professional dispositions.

UNIVERSITY STATEMENT

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's [Disability Services Office](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

FREEDOM OF EXPRESSION

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's [Statement on Freedom of Expression](#), the resources on Ball State's [Freedom of Expression webpage](#), and [Ball State's Beneficence Pledge](#).

APPLICATION FOR STUDENT TEACHING (for all 200- and 300-level methods courses)

Application for student teaching occurs in the academic year prior to the student teaching year. Students must attend the Application for Student Teaching in Music Education Orientation Meeting held in October. At this meeting, students will receive important information about student teaching, the application process, and the required interview with the music education faculty. Students must have achieved [Admission to Teacher Candidacy](#) (passed Decision Point 1) to be eligible to apply; there are no exceptions.

THE LEARNING CENTER

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or go directly to bsu.navigate.eab.com

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

Supplemental Instruction is available in select courses. If you have a student instructor (SI) for your course, that person will provide you with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, call 765-285-1006, or visit bsu.edu/learningcenter

THE WRITING CENTER

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing.



BALL STATE UNIVERSITY

The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly.

THE BASIC NEEDS HUB

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information and resources and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

THE COUNSELING CENTER

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

THE SPEAKING CENTER

The [Speaking Center](#) is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this [direct link](#) to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

ENGAGEMENT EXPECTATIONS

To support a respectful and engaging classroom environment that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

1. Respect different perspectives. Share your ideas and let others share theirs.
2. Challenge ideas, not people. Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
3. Listen to understand. Stay curious, ask questions, and give others space to speak.
4. Assume good intentions. Approach discussions with curiosity and compassion.



BALL STATE
UNIVERSITY

5. Keep it private. What is shared in class should stay in class. Do not share others' words or work without their permission.
6. Be respectful. Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.