Matching

New Course Request

Indiana University

South Bend Campus

Check Appropriate Boxes:

Undergraduate credit ☑️
Graduate credit □
Professional credit □

1. School/Division ☐ ART/J MUSIC
2. Academic Subject Code ☐ MUS-1
3. Course Number ☐ 315 (must be cleared with University Enrollment Services)
4. Instructor ☐ staff

5. Course Title ☐ Music Education Lab/Field Experience

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): ☐ Spring 2017

7. Credit Hours: Fixed at ☐ 0 or Variable from ☐ to ☐

8. Is this course to be graded S-F (only)? Yes ☑ No □

9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin publication:

☐ See attachment (PDF)

☐

11. Lecture Contact Hours: Fixed at ☐ 0.0 or Variable from ☐ to ☐

12. Non-Lecture Contact Hours: Fixed at ☐ 1.0 or Variable from ☐ to ☐

13. Estimated enrollment: ☐ 20 of which ☐ 0 percent are expected to be graduate students.

14. Frequency of scheduling: ☐ Springonly. Will this course be required for majors? ☐ Yes

15. Justification for new course: ☐ Required for new Bachelor of Music Education

16. Are the necessary reading materials currently available in the appropriate library? ☐ Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]

Date 11/07/09

Department Chairman/Division Director

[Signature]

Date

Dean of Graduate School (when required)

Approved by:

[Signature]

Date 11/09/09

Dean

[Signature]

Date

Chancellor/Vice-President

[Signature]

Date

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPSC 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
MUS M318 - Music Education Lab/Field Experience

Taken concurrently with M338. Field experiences and observations in choral music education.
Cr. 0.
M318 Methods and Materials for Teaching Choral Music:
Lab/Field Experience (0 credit, graded S/F)

Documentation of this assignment will include a
- time log on which your hours are recorded and verified by the field experience teacher
- check list of things you should observe and participate in
- journal including your account of each observation, your reflections on what you
  observed, and the summaries of specific features from the check list that you observed.

The first section of your journal should include your observations of each choir rehearsal, so if
you observe a high school male chorus followed by an 8th grade choir, make two separate
entries. The second section of your journal will include your summaries of the check list items.
(Keep notes on these and summarize at the end of the experience.)

Something like this for each visit, for example:

Sat in on freshmen boys’ choir: 25 tenors and basses. Rehearsal included vocal warmups, sight reading on
solfege, and work on three pieces: Alleluia, Twas a Lover and His Lass, and Shenandoah. All are in good
shape in preparation for contest March 25.

He uses his own solfege workbook that he has developed. He said the boys come in not knowing anything
about music reading and he thinks this is a good way to introduce it.

At Mr. Smith’s request, I sat with the basses and sang along. Mr. Smith asked me to prepare to take them
as a sectional for 20 minutes tomorrow. They rolled their eyes and said things under their breath when
they heard that. I really struggled to sing their part accurately at sight, and I think they figured that out.

There are some strong leaders in this choir, but also some students who hardly sing at all. They aren’t
disruptive; they just don’t look very interested. I think I would have a very hard time directing a choir if
some of the kids looked like they didn’t even want to be there. When I asked Mr. Smith about this, he said
it’s just their age and they will come around.

I helped pass out information sheets about the contest day.

An hour and 20 minutes is a very long time for this age group to concentrate. Mr. Smith had a lot of
material to cover and told the choir what he hoped to accomplish during this rehearsal; there was a list on
the board, and he erased each item as it was accomplished. That seemed to keep them on task.

If you are given the opportunity to actively participate, do it! Ask if you may sit in the choir
and sing along. If you are assigned the leading of sectionals, warm-ups, or another part of
a rehearsal, write a plan and include it in your journal.