

Washtenaw Community College Comprehensive Report

MUS 205 Voice II Effective Term: Winter 2026

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Humanities, Languages and the Arts

Discipline: Music (new)

Course Number: 205

Org Number: 11400

Full Course Title: Voice II

Transcript Title: Voice II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Consultation with all departments affected by this course is required.

Rationale: Clarify existing language to be more specific to the actual classroom expectations.

Proposed Start Semester: Fall 2025

Course Description: In this course, students will continue to develop and expand vocal techniques by studying a diverse and challenging repertoire of song. Students will apply technique using the basics of the anatomy and physiology of the voice to enhance vocal skills. Students will study and perform an extended repertoire in class and receive instruction in a group setting as well as assist the class in production of at least one performance event. Students will also choose and implement specific performance or production roles.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites

Prerequisite

MUS 204 minimum grade "C"

and

Prerequisite

Academic Reading Level 3; Academic Writing Level 3

General Education**Degree Attributes**

Below College Level Pre-Reqs

Request Course Transfer**Proposed For:**

Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University
College for Creative Studies
Central Michigan University

Student Learning Outcomes

1. Demonstrate vocal production techniques appropriate to song repertoire and expressive requirements.

Assessment 1

Assessment Tool: Outcome-related classroom activity

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

2. Demonstrate enhanced vocal techniques that include sectional awareness.

Assessment 1

Assessment Tool: Outcome-related classroom rehearsal activity

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

3. Perform production-related roles specific to the end-of-semester performance, including directing, stage managing, orchestration and audiovisual production.

Assessment 1

Assessment Tool: Outcome-related performance

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or better.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Apply diverse diaphragmatic breath support techniques as determined by the musical piece.
2. Apply the use of diction and projection as determined by the musical piece.
3. Assist and mentor performance techniques for peers within the students' own vocal range.
4. Practice memorization by executing memorized performance.
5. Demonstrate the understanding of vocal emotional expression required by the musical piece.
6. Demonstrate an understanding of the role of facial and body language in performance expression.
7. Collaborate with instructor and students to co-produce a final program.
8. Produce a final performance in collaboration with an accompanist, lighting and sound.
9. Assist with a self-selected defined role in the final performance production.

New Resources for Course

Music videos and related materials in LMS

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: A functional tuned piano is required for instruction as is access to stage/theater performance space

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:		
<i>Michael Naylor</i>	<i>Faculty Preparer</i>	<i>Oct 20, 2024</i>
Department Chair/Area Director:		
<i>Charles Johnson</i>	<i>Recommend Approval</i>	<i>Oct 22, 2024</i>
Dean:		
<i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Oct 29, 2024</i>
Curriculum Committee Chair:		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Jul 23, 2025</i>
Assessment Committee Chair:		
<i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>Jul 30, 2025</i>
Vice President for Instruction:		
<i>Brandon Tucker</i>	<i>Approve</i>	<i>Jul 31, 2025</i>

Washtenaw Community College Comprehensive Report

MUS 205 Voice II Effective Term: Winter 2025

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Arts

Discipline: Music (new)

Course Number: 205

Org Number: 11400

Full Course Title: Voice II

Transcript Title: Voice II

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Pre-requisite, co-requisite, or enrollment restrictions

Outcomes/Assessment

Objectives/Evaluation

Rationale: Adjustment of outcomes and objectives to current course needs.

Proposed Start Semester: Fall 2024

Course Description: In this course, students will continue to develop and expand vocal techniques by studying a diverse and challenging repertoire of song. Students will apply technique using the basics of the anatomy and physiology of the voice to enhance vocal skills. Student will study and perform an extended repertoire in class and receive instruction in a group setting as well as assist the class in production of at least one performance event.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

Reduced Reading/Writing Scores

College-Level Math

No Level Required

Requisites**Prerequisite**

MUS 204 minimum grade "C"

and

Prerequisite

Academic Reading Level 3; Academic Writing Level 3

General Education**Degree Attributes**

Below College Level Pre-Reqs

Request Course Transfer**Proposed For:**

Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Kendall School of Design (Ferris)
Lawrence Tech
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University
College for Creative Studies
Central Michigan University

Student Learning Outcomes

1. Demonstrate vocal production techniques appropriate to song repertoire and expressive requirements.

Assessment 1

Assessment Tool: Outcome-related performance

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

2. Demonstrate enhanced vocal techniques based on the anatomy and physiology of the voice.

Assessment 1

Assessment Tool: Outcome-related performance

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of the students will score 75% or higher.

Who will score and analyze the data: Departmental faculty

3. Demonstrate an understanding of group needs for a final performance.

Assessment 1

Assessment Tool: Outcome-related performance

Assessment Date: Winter 2027

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 75% of students will score 75% or better.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Apply diverse diaphragmatic breath support techniques as determined by the musical piece.
2. Apply the use of diction and projection as determined by the musical piece.
3. Sing using the various vocal registers as appropriate to the musical piece.
4. Practice memorization by executing memorized performance.
5. Demonstrate complex emotional expression using deliberate vocal performance choices as determined by the musical piece.
6. Demonstrate complex emotional expression using diverse and deliberate body language performance choices.
7. Collaborate with instructor and students to co-produce a final program.
8. Produce a final performance in collaboration with an accompanist, lighting and sound.
9. Assist in marketing and promotion as needed to build an audience.

New Resources for Course

Music videos and related materials in LMS

Course Textbooks/Resources

Textbooks

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Other: A functional tuned piano is required for instruction as is access to stage/theater performance space

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:		
<i>Michael Naylor</i>	<i>Faculty Preparer</i>	<i>Jan 05, 2024</i>
Department Chair/Area Director:		
<i>Elisabeth Thoburn</i>	<i>Recommend Approval</i>	<i>Jan 10, 2024</i>
Dean:		
<i>Anne Nichols</i>	<i>Recommend Approval</i>	<i>Jan 26, 2024</i>
Curriculum Committee Chair:		
<i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>May 06, 2024</i>
Assessment Committee Chair:		
<i>Jessica Hale</i>	<i>Recommend Approval</i>	<i>May 08, 2024</i>
Vice President for Instruction:		
<i>Brandon Tucker</i>	<i>Approve</i>	<i>May 30, 2024</i>

Washtenaw Community College Comprehensive Report

MUS 205 Voice II

Effective Term: Winter 2018

- Course Cover

- Division: Humanities, Social and Behavioral Sciences
- Department: Performing Arts
- Discipline: Music
- Course Number: 205
- Org Number: 11630
- Full Course Title: Voice II
- Transcript Title: Voice II
- Is Consultation with other department(s) required: No
- Publish in the Following: College Catalog , Time Schedule , Web Page
- Reason for Submission: Three Year Review / Assessment Report
- Change Information:
 - Consultation with all departments affected by this course is required.
 - Course description
 - Outcomes/Assessment
 - Objectives/Evaluation
- Rationale: This course is scheduled for a syllabus review.
- Proposed Start Semester: Winter 2018
- Course Description: In this course, students continue to develop and expand vocal techniques by studying a diverse and challenging repertoire of song. Students will apply technique using the basics of the anatomy and physiology of the voice to enhance vocal skills. Student will study and perform an extended repertoire in class and receive instruction in a group setting.

- Course Credit Hours

- Variable hours: No
- Credits: 3
- Lecture Hours: Instructor: 45 Student: 45
- Lab: Instructor: 0 Student: 0
- Clinical: Instructor: 0 Student: 0
- **Total Contact Hours: Instructor: 45 Student: 45**
- Repeatable for Credit: NO
- Grading Methods: Letter Grades
Audit
- Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

- College-Level Reading and Writing
 - No Basic Skills Prerequisite

- College-Level Math
 - No Level Required

- Requisites
 - **Prerequisite**
MUS 204 minimum grade "C"

- General Education
 - Degree Attributes
 - Below College Level Pre-Reqs

- Request Course Transfer
 - Proposed For:
 - Central Michigan University
 - College for Creative Studies
 - Eastern Michigan University
 - Ferris State University
 - Grand Valley State University
 - Jackson Community College
 - Kendall School of Design (Ferris)
 - Lawrence Tech
 - Michigan State University
 - Oakland University
 - University of Detroit - Mercy
 - University of Michigan
 - Wayne State University
 - Western Michigan University

- Student Learning Outcomes

1. Demonstrate enhanced vocal techniques using an extended repertoire of song.
 - Assessment 1
 - Assessment Tool: Departmental review of performances
 - Assessment Date: Fall 2018
 - Assessment Cycle: Every Three Years
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 50% of the students enrolled, with a minimum of one full section.
 - How the assessment will be scored: A departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher.
 - Who will score and analyze the data: Departmental faculty.

 2. Demonstrate enhanced vocal skills using techniques based on the anatomy and physiology of the voice.
 - Assessment 1
 - Assessment Tool: Departmental review of performances.
 - Assessment Date: Fall 2018
 - Assessment Cycle: Every Three Years
 - Course section(s)/other population: All sections.
 - Number students to be assessed: Random sample of 50% of the students enrolled, with a minimum of one full section.
 - How the assessment will be scored: A departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score 75% or higher.
 - Who will score and analyze the data: Departmental faculty.
- Course Objectives
 0. Apply diverse diaphragmatic breath support techniques as determined by the musical piece.
 1. Apply the use of diction and projection as determined by the musical piece.
 2. Sing using the various vocal registers as appropriate to the musical piece.
 3. Practice memorization by executing memorized performance.
 4. Demonstrate complex emotional expression using deliberate vocal performance choices as determined by the musical piece.
 5. Demonstrate complex emotional expression using diverse and deliberate body language performance choices.

 - New Resources for Course

 - Course Textbooks/Resources
 - Textbooks

- Manuals
 - Periodicals
 - Software
-
- Equipment/Facilities
 - Other: A functional tuned piano is required for instruction.

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer:		
<i>Tracy Jaffe</i>	<i>Faculty Preparer</i>	<i>Sep 09, 2016</i>
Department Chair/Area Director:		
<i>Noonie Anderson</i>	<i>Recommend Approval</i>	<i>Sep 12, 2016</i>
Dean:		
<i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Sep 20, 2016</i>
Curriculum Committee Chair:		
<i>David Wooten</i>	<i>Recommend Approval</i>	<i>May 05, 2017</i>
Assessment Committee Chair:		
<i>Ruth Walsh</i>	<i>Recommend Approval</i>	<i>Jun 01, 2017</i>
Vice President for Instruction:		
<i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jun 04, 2017</i>

SECTION I. SUBMISSION INFORMATION

5. Rationale: (for new course or changes)

To reduce prerequisite to level II - MUS 204 or permission of instructor on first day of class. To raise minimum grade in prerequisite class to C.

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)

Approval ☐ Yes ☐ No

Executive Vice President's Signature

Date

10/15/2001

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

SECTION III. COURSE SYLLABUS

For help screens press F1.

A. COURSE DETAILS (Start with #3. Course and title will automatically appear in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: MUS 205 2. Title: Voice II

3. Description: (Please be brief. Explain acronyms if used.)

4. Credit Hours: _____

If Variable credit, Give Range:
_____ to _____ creditsIf repeatable for credit, how
many times _____

5. Contact Hours per Semester:

Lecture:	0.0
Lab:	0.0
Clinical:	0.0
Other:	0.0
Total Contact Hrs:	0.0

6. Class Capacity:

30
(If nonstandard, attach
Class Capacity
Exception form.)

7. Course Options:

☐ Distance learning
☐ Honors (Complete
Honors Addendum.)
☐ P/NP Grading

8. Prerequisites

Course	Min. Grade	Concurrent* Enrollment	Level**				Test Name	Minimum Score	Level	
			I	II	and	or			I	II
MUS 204	C	<input type="checkbox"/> yes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
	D-	<input type="checkbox"/> yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

* Can take prerequisite before or concurrently with this course.

Level I is enforced in Banner; Level II is enforced 1st day of class9. Corequisite course(s):**
(limit of 2)**10. Course Purpose:**

- ☐ Program Requirement
☐ General Education
☐ Program Support
☐ Basic Skills/Developmental
☐ Transfer
☐ Industry/Professional Dev
☐ Enrichment

If a program requirement, specify the
program(s)

Please send syllabus for
Transfer evaluation to:

- ☐ EMU
☐ UM
☐ _____
☐ _____

Accepted for transfer:
(attach documentation)

- ☐ EMU
☐ UM
☐ _____
☐ _____

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics that naturally relate to one another. List the major instructional units for this course. Add additional numbers as needed. (You can cut and paste from other documents.)

1.

2.

** Exempt from Reading Hld*

WASHTENAW COMMUNITY COLLEGE
COURSE SYLLABUS APPROVAL FORM (CSAF)

MUS 205

For help screens, select a field and press F1

SECTION I. COURSE SUBMISSION INFORMATION

026 11630

1. **Course:** (Enter proposed discipline, number & title here. If changing the number or title of an existing course, give old number or title in box 4 below.)
Discipline/No: MUS 205 **Title:** Voice II

Division Code: HSS **Department Code:** PER **Effective Term:** Fall, 2000 ☐ Do not publish in Time Schedule
☐ Do not publish in College Catalog

2. **Type of Approval:** (applies to both new courses and changes)
☐ Full Approval
☒ Conditional Approval
☐ This proposal previously received conditional approval for the Term: _____

3. **Reason for Submission:** This Course is being submitted for: (check all that apply)
☐ New Course Approval (Skip the rest of Section I and go directly to Section II.)
☐ Five-year Syllabus Review ☐ No changes to course
☒ Major Change(s)
☐ Minor Change(s) (If not due for review, submit sections I, II, and revised parts of Section III.)
☐ Reactivation of Inactive Course
☐ Inactivation (Submit Sections I and II only.)

4. **Change Information:** (Check all that apply. Make proposed changes in Section III, Course Syllabus.)

Minor Changes
☒ Course Discipline/Number (was MUS 206)
☒ Course Title (was Vocal Performance)
☒ Course Description
☒ Capacity (was: 30)
☐ Pre or Corequisites
☒ Course Objectives
☐ Distribution of Contact Hours (contact hours were: lect: _____ lab: _____ clin: _____ exp: _____)
☐ Distance Learning - minor (Attach Preliminary Approval Form for Distance Learning & the Section Handout.)
☐ Other _____

Major Changes (Major changes will be reviewed by Curriculum Committee.)
☒ Credit hours (credits were: 2)
☐ Core Elements: (Elements to be added: _____ (Elements to be removed: _____)
☐ Grading
☐ Course Objectives affecting core elements
☒ Total Contact Hours (total contact hours were: 30)
☐ Honors (Attach Honors Section Approval Form.)
☐ Distance Learning - major (Attach Preliminary Approval Form for Distance Learning & the Student Handout for the Distance Section.)
☐ Other _____

5. **Rationale for changes:**
To add academic and theoretical components to the course; to increase time available for work with individuals in class.

SECTION II. COURSE REVIEW INFORMATION AND SIGNATURES

1. **Department Review** (To be completed by department chair; if recommendation is no, initial and return to preparer with rationale attached.)

Will significant new resources be required? ☐ yes ☒ no (If yes, explain _____)
Have departments that may be affected by this course been consulted? ☒ yes ☐ no (Explain _____)
Does the department support approval of this course? ☒ yes ☐ no

Print: RON FRACKER Signature: [Signature] Date: 3/15/00
Faculty/Preparer

Print: Tracy Komaromy Signature: [Signature] Date: 4-27-00
Department Chair

2. **Division Review** (To be completed by division dean; if recommendation is no, initial and return with rationale attached.)

Will significant new resources be required? ☐ yes ☒ no (If yes, have they been secured? ☐ yes ☐ no)
Is this a curricular priority for your division? ☒ yes ☐ no (Comment _____)
What is your estimate of projected enrollment? _____

Recommendation ☒ Yes ☐ No Richard J. Galant Date: 4-27-00
Division Dean's Signature

3. **Curriculum Committee Review** (Attach additional comments if necessary.)

Recommendation ☐ Yes ☐ No _____ Date: _____
Curriculum Committee Chair's Signature

4. **Vice President for Instruction and Student Services Approval** (Attach additional comments if necessary.)

Approval ☒ Yes ☐ No _____ Date: _____
Vice President's Signature

Data File 1161100 ACS Code 111 Catalog File Date 5/25/00 CIF File Date 5/25/00
Core Elements Approved 13, 14 New Syllabus Date 3/15/00

* inactivate mus 206 DISTRIBUTED & FILED

WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)

MUS 205

SECTION III. COURSE SYLLABUS

For help screens, select a field and press F1.

A. COURSE DETAILS (discipline # and title will automatically be entered in 1 and 2 below upon saving or previewing)

1. Course Discipline & No.: <u>MUS 205</u>	2. Course Title: <u>Vocal Performance</u>	
3. Course Description: This course is a continuation of Music 204, providing studies beyond the beginning stage. It focuses more on individual development in terms of technique, repertoire, and performance. The course also further develops the student's knowledge of theory, sightsinging and basic musicianship as they apply to the singer.		
4. Credit Hours: <u>3</u> If Variable credit, Give Range: <u> </u> to <u> </u> If repeatable for credit, how many times? <u> </u>	5. Class Capacity: <u>20</u> (If nonstandard, attach Class Capacity Exception form.)	6. Course Options: <input type="checkbox"/> Distance learning (Attach preliminary distance approval form and Section Handout.) <input type="checkbox"/> Honors (Complete Part G.) <input type="checkbox"/> P/NP Grading (Attach rationale.)
7. Contact Hours per Semester in: Lecture: <u> </u> Lab: <u> </u> Clinical: <u>45</u> Experiential: <u> </u> Total Contact Hrs: <u>45</u>	8. Prerequisite(s): <u>none</u> <u> </u> <u> </u>	9. Corequisite(s): (limit to 2) <u>none</u> <u> </u> <u> </u>
10. a. Course Purpose: <input checked="" type="checkbox"/> Program Specialty <input type="checkbox"/> Program Support <input type="checkbox"/> Nonprogram Specialty <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Enrichment <input type="checkbox"/> Basic Skills	b. Is this course a requirement for a program? <input type="checkbox"/> Yes (specify the program(s) below) <u> </u> <u> </u> <input checked="" type="checkbox"/> No	c. Indicate schools to which you want Curriculum Services to send syllabus: (If transfer is approved, attach documentation.) <input checked="" type="checkbox"/> EMU <input checked="" type="checkbox"/> UofM <input type="checkbox"/> Other <u> </u>

B. MAJOR INSTRUCTIONAL UNITS A major instructional unit is a grouping of topics which naturally relate to one another. List in order the major instructional units. Add additional numbers as needed.

1. Vocal Technique
2. Diction
3. Theory
4. Performance
5. Repertoire

**WASHTENAW COMMUNITY COLLEGE
COURSE-SYLLABUS APPROVAL FORM (CSAF)**

C. CORE ELEMENT INFORMATION**1. Core Element Submission Information:** (Please check all that apply)

- ☒ This course has been previously approved for core elements. List approved core elements: 13 & 14
- ☐ Please review this course for core elements marked in part 2 below.
- ☐ This course does not meet any core elements. Explain _____

2. Proposed Core Element(s): (Mark the boxes of only the elements to be reviewed at this time. For detailed information on the criteria for determining whether a course meets a core element, refer to the Core Element Annotations in the Curriculum Manual.)

- | | |
|---|--|
| <input type="checkbox"/> 1. To read and listen in a critical and perceptive way; to speak in an organized, clear, and effective manner. | <input checked="" type="checkbox"/> 14. To be aware of the nature and variety of the human experience through the methods and applications of the humanities |
| <input type="checkbox"/> 2. To use information sources and information gathering techniques; to cite sources when producing written communications. | <input type="checkbox"/> 15. To understand the basic principles of scientific inquiry. |
| <input type="checkbox"/> 3. To develop, organize, and express thoughts in writing using standard English. | <input type="checkbox"/> 16. To have a knowledge of basic human biological principles, including those related to wellness. |
| <input type="checkbox"/> 4. To apply basic mathematics through the level of elementary algebra. | <input type="checkbox"/> 17. To understand the basic principles of the natural sciences, and their relationship to the environment. |
| <input type="checkbox"/> 5. To represent and solve problems using mathematical techniques. | <input type="checkbox"/> 18. To understand the basic principles and applications of technology. |
| <input type="checkbox"/> 6. To interpret elementary descriptive statistics. | <input type="checkbox"/> 19. To understand the principle of integrating technological elements into systems. |
| <input type="checkbox"/> 7. To comprehend and use concepts and ideas. | <input type="checkbox"/> 20. To understand the relationship of technology to individuals, society, and the environment. |
| <input type="checkbox"/> 8. To develop, express, test, and evaluate ideas. | <input type="checkbox"/> 21. To understand the methods and applications of the social sciences in exploring the dynamics of human behavior. |
| <input type="checkbox"/> 9. To analyze problems, develop solutions, and evaluate results in a clear, logical, and consistent manner. | <input type="checkbox"/> 22. To understand those principles and values, including individual rights and civic responsibilities, which maintain and enhance democracy and freedom in a pluralistic society. |
| <input type="checkbox"/> 10. To distinguish between fact and opinion; to recognize biases and fallacies in reasoning. | <input type="checkbox"/> 23. To have a working knowledge of the history, structure, and function of American social, political, and economic institutions. |
| <input type="checkbox"/> 11. To use computer systems to achieve professional, educational, and personal objectives. | <input type="checkbox"/> 24. To be aware of the contemporary global community, especially its geographical, cultural, economic, and historical dimensions. |
| <input type="checkbox"/> 12. To apply the protocols of computer use and respect the legal and other rights of individuals or organizations. | |
| <input checked="" type="checkbox"/> 13. To be aware of the artistic experience in personal and cultural enrichment, growth, and communication. | |

DIRECTIONS: Each core element marked above must be included in the appropriate core element boxes next to the course objectives in SECTION D which directly support that core element.

3. Courses That Partially Satisfy A Core Element In Combination With Other Courses:

- ☐ If this course is part of a combination of courses that together meet a core element, mark this box. The courses must all be submitted and reviewed together for core element approval.

Other course(s) required _____

Dean's Comments:

Curriculum Committee's Comments:

Vice President's Comments:

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D. INSTRUCTIONAL OBJECTIVES AND CORE ELEMENTS SUPPORTED

DIRECTIONS: (These Units should match those listed in Section B.) Use student outcome based language. (Example: The student will develop and support a thesis in an essay.) If the objective is being used to directly support a core element, write the core element number in the box to the right. If needed, additional information on how the core element is to be met and/or assessed for accomplishment can be included under the objective. If desired you may add a section of "overall course objectives" which are not associated with a specific unit. This may be particularly helpful for addressing core elements.

Unit Objectives

Core Elements

Unit #1 – Vocal Technique

- | | | |
|-----|---|----|
| # 1 | The student will continue to reinforce the fundamentals of body alignment, breathing and attack through additional exercises. | 13 |
| # 2 | The student will continue to develop his/her voice through more complex and demanding vocalises and repertoire. | 13 |

Unit #2 – Diction

- | | | |
|-----|---|--------|
| # 1 | The student will refine their use of vowels and consonants through additional exercises. | 13 |
| # 2 | The student will learn to utilize diction not only to be understood, but as a dramatic device. | 13 |
| # 3 | The student will study and perform one selection either in a foreign language or utilizing a particular accent. | 13, 14 |

Unit #3 – Theory

- | | | |
|-----|--|----|
| # 1 | The student will learn music notation to a level which will allow them to play their melodies in rhythm. | 13 |
| # 2 | The student will engage in simple sightsinging exercises. | 13 |

Unit #4 – Performance

- | | | |
|-----|---|----|
| # 1 | The student will continue to develop their practice, mental focus and breathing techniques to minimize performance anxiety and more fully realize their performance potential. Audition/competition conditions will be simulated. | 13 |
| # 2 | The student will continue to develop their body/movement skills, as well as their ability to make strong choices to enhance their performance. | 13 |

Unit #5 – Repertoire

- | | | |
|-----|---|----|
| # 1 | The student will assess their own abilities and preferences, and develop a profile of the type of repertoire they would like to pursue. | 13 |
| # 2 | The student will perform at least three new songs in class which fit the repertoire profile they have developed. | 13 |
| # 3 | The student will prepare a complete repertoire list in an appropriate format. | 13 |

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E. INSTRUCTIONAL METHODS AND EVALUATION

1. Instructional Methods: (Check the appropriate boxes and describe as needed.)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Lecture/Discussion <u>Theory concepts</u> | <input checked="" type="checkbox"/> Field Trips <u>Concert Attendance</u> |
| <input checked="" type="checkbox"/> Clinical Instruction <u>Individual attention in class as needed</u> | <input type="checkbox"/> Team Assignments _____ |
| <input type="checkbox"/> Self-Paced Learning _____ | <input type="checkbox"/> Telecourse _____ |
| <input type="checkbox"/> Internet Instruction _____ | <input type="checkbox"/> Video Seminar _____ |
| <input type="checkbox"/> Computer Simulations _____ | <input type="checkbox"/> Laboratory Assignments _____ |
| <input type="checkbox"/> On-Site Work Experience _____ | <input type="checkbox"/> Interactive TV _____ |
| <input checked="" type="checkbox"/> Other <u>Video an in-class performance so student can watch themselves.</u> | |

2. Evaluation Criteria:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Attendance _____ | <input checked="" type="checkbox"/> Quizzes _____ |
| <input checked="" type="checkbox"/> Class Discussion _____ | <input type="checkbox"/> Tests _____ |
| <input checked="" type="checkbox"/> Papers _____ | <input type="checkbox"/> Midterm _____ |
| <input type="checkbox"/> Portfolio _____ | <input type="checkbox"/> Final Exam _____ |
| <input type="checkbox"/> Projects _____ | <input type="checkbox"/> Home Work _____ |
| <input type="checkbox"/> Reports _____ | <input type="checkbox"/> Presentations _____ |
| <input type="checkbox"/> Clinical/Work _____ | <input checked="" type="checkbox"/> Performances <u>At least three per semester</u> |
| <input type="checkbox"/> Other _____ | |

3. Attendance Requirements: (For Certification or nonevaluative purposes.)

F. EQUIPMENT, FACILITIES, TEXTS, MATERIALS, AND SUPPLIES

1. Special Equipment/Facilities : (Check the appropriate boxes and describe as needed.)

- | | |
|--|--|
| <input type="checkbox"/> Lab equipment _____ | <input type="checkbox"/> Testing Center _____ |
| <input type="checkbox"/> LRC Reserves _____ | <input type="checkbox"/> Student Competitions _____ |
| <input type="checkbox"/> Computers _____ | <input type="checkbox"/> Off-Campus Sites _____ |
| <input type="checkbox"/> CD ROM _____ | <input type="checkbox"/> Student Tutors _____ |
| <input type="checkbox"/> Field Trips _____ | <input type="checkbox"/> Distance Learning Classroom _____ |

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☐ Other

2. Texts: (Please indicate if no text is required.)

Title: No text required - individual songs obtained by student.

Author: _____ Copyright Yr: _____

Publisher: _____ Est. Cost: _____

Title: _____

Author: _____ Copyright Yr: _____

Publisher: _____ Est. Cost: _____

Title: _____

Author: _____ Copyright Yr: _____

Publisher: _____ Est. Cost: _____

Title: _____

Author: _____ Copyright Yr: _____

Publisher: _____ Est. Cost: _____

Title: _____

Author: _____ Copyright Yr: _____

Publisher: _____ Est. Cost: _____

Other Texts: _____

3. Supplies and/or Uniforms Student will have to Own or Acquire for Course:

(e.g. calculators, uniforms, tools, and software, etc., excluding pen, pencil, paper, or textbooks.)

Descriptions

Cost Estimates

4. Reference Materials Students Will Use:

(e.g. journals, books, manuals, maps, LRC reserves, etc.)

5. Audio/Visual and Computer Materials Students Will Use:

(e.g. films, video tapes, slides, audio tapes, software, CDs, etc.)

Title	Source
CD's, audio tapes	LRC, Faculty personal resources

APPROVAL FORM
MAXIMUM CLASS CAPACITY EXCEPTION

Please indicate the type of maximum class capacity exception. (See the back of this page for an explanation of each exception category)

1. ☐ Situational Exception 2. ☐ Phased Exception 3. ☒ Long-Term Exception

Part A: COURSE INFORMATION

Music 205 Voice II	
Discipline Code/Course Number	Course Title
ML 154	
Site and/or location	

Part B: RECOMMENDED MAXIMUM CLASS CAPACITY

1. Lecture maximum class capacity _____ 20
2. Laboratory maximum class capacity _____
3. Clinical maximum class capacity _____
4. Practicum (e.g., Co-op, Intern/Externship) maximum class capacity _____

EFFECTIVE TERM(S) _____

Part C: RATIONALE (Attach additional sheets as needed)
Match student-instructor teaching needs.

Signatures:

T. J. King
Faculty member/Department Chair

Date: 4.27.00

Richard L. Galant
Dean

Date: 4-27-00

Part D: APPROVAL

Approved
Returned (Additional information is needed to support the recommendation)
Not Approved because:

Signature:

Vice President, Instruction and Student Services

Date: _____

cc Dean and Department Chair