

## 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.

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

WASHTENAW COMMUNITY COLLEGE  
COURSE-SYLLABUS APPROVAL FORM (CSAF)

For help screens, select a field and press F1

SECTION I. SUBMISSION INFORMATION

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  
Banner allows only 29 characters and spaces, for the title. Longer titles will have to be abbreviated.

Division Code: HSS Department Code: PER Effective Term: 01-02  Do not publish on the 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 4 and go directly to 5.)  
 Five-year Syllabus Review  No changes to course (Submit complete syllabus)  
 Major Change(s) (Submit complete syllabus)  
 Minor Change(s)\* (For fully approved courses, you can submit this page and revised sections.)  
 Reactivation of Inactive Course  
 Inactivation (Submit this page only.)  
\*When requesting a change to a course that has only conditional approval, you must submit a complete syllabus.

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

Minor Changes  
 Course Discipline/Number (was \_\_\_\_\_)  
 Course Title (was \_\_\_\_\_)  
 Course Description  
 Class Capacity (was: \_\_\_\_\_)  
 Pre or Corequisites  
 Course Objectives (minor changes)  
 Distribution of Contact Hours (old contact hours were: lect: \_\_\_\_\_ lab \_\_\_\_\_ clin \_\_\_\_\_ other \_\_\_\_\_)  
 Other \_\_\_\_\_

Major Changes (Major changes will be reviewed by Curriculum Committee.)  
 Credit hours (credits were: \_\_\_\_\_)  
 Change in Grading Method  
 Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Approval for offering an Honors Section (Attach Honors Approval Form.)  
 Approval for offering Distance Learning Sections (Attach Distance Learning Approval Form)  
 Other \_\_\_\_\_

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.

SECTION II. SIGNATURES

1. Department Review (To be completed by department chair)  
Will any new resources be required?  yes (Attach Resource Form)  No new resources are anticipated.  
Which departments, that may be affected by this course, have been consulted? \_\_\_\_\_  
(Attach any relevant documentation)  
Does the department support approval of this course?  yes  no (if no, initial and return to preparer with rationale.)  
Print: Ron Fracker Faculty/Preparer Signature: Ron Fracker Date: 10/25/01  
Print: Ron Fracker Department Chair Signature: Ron Fracker Date: 10/25/01

2. Division Review (To be completed by division dean; if recommendation is no, initial and return to department with rationale attached.)  
Is this a curricular priority for your division?  yes  no (Comment \_\_\_\_\_)  
What is the estimated enrollment? \_\_\_\_\_  
Recommendation  Yes  No Jon Allen Dean's Signature Date: OCT 25 2001

3. Curriculum Committee Review (Attach additional comments if necessary and forward to Executive Vice President.)  
Recommendation  Yes  No \_\_\_\_\_  
Curriculum Committee Chair's Signature Date

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)  
Approval  Yes  No \_\_\_\_\_  
Executive Vice President's Signature Date

ACS Code \_\_\_\_\_ Entered in Banner 11/1/01 Entered in Access 11/01/01 Log File 11/1/01  
Approved for General Education Area/Group \_\_\_\_\_ New Syllabus Date \_\_\_\_\_

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 \_\_\_\_\_ credits  
 If 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

Course	Min. Grade	Concurrent* Enrollment	Level**		and or	Test Name	Minimum Score	Level		9. Corequisite course(s): (limit of 2)
			I	II				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"/>	_____
_____	D-	<input type="checkbox"/> yes	<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"/>	_____
_____	D-	<input type="checkbox"/> yes	<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"/>	_____
_____	D-	<input type="checkbox"/> yes	<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 1<sup>st</sup> day of class

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 Held*

WASHTENAW COMMUNITY COLLEGE  
COURSE SYLLABUS APPROVAL FORM (CSAF)

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 Faculty/Preparer Signature: [Signature] Date: 3/15/00  
Print: Troy Komar Department Chair Signature: [Signature] Date: 4-27-00

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 Division Dean's Signature Date: 4-27-00

3. Curriculum Committee Review (Attach additional comments if necessary.)  
Recommendation  Yes  No \_\_\_\_\_ Curriculum Committee Chair's Signature Date \_\_\_\_\_

4. Vice President for Instruction and Student Services Approval (Attach additional comments if necessary.)  
Approval  Yes  No \_\_\_\_\_ Vice President's Signature Date \_\_\_\_\_

Data File 06/16/00 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 205 DISTRIBUTED & FILED

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COURSE-SYLLABUS APPROVAL FORM (CSAF)

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.: MUS 205      2. Course Title: Vocal Performance

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: 3  
If Variable credit, Give Range: \_\_\_\_\_ to \_\_\_\_\_  
If repeatable for credit, how many times? \_\_\_\_\_

5. Class Capacity: 20  
(If nonstandard, attach Class Capacity Exception form.)

6. Course Options:  
 Distance learning (Attach preliminary distance approval form and Section Handout.)  
 Honors (Complete Part G.)  
 P/NP Grading (Attach rationale.)

7. Contact Hours per Semester in:  
Lecture: \_\_\_\_\_  
Lab: \_\_\_\_\_  
Clinical: 45  
Experiential: \_\_\_\_\_  
Total Contact Hrs: 45

8. Prerequisite(s):  
none

9. Corequisite(s): (limit to 2)  
none

10. a. Course Purpose:  
 Program Specialty  
 Program Support  
 Nonprogram Specialty  
 Transfer  
 Enrichment  
 Basic Skills

b. Is this course a requirement for a program?  
 Yes (specify the program(s) below) \_\_\_\_\_  
 No

c. Indicate schools to which you want Curriculum Services to send syllabus:  
(If transfer is approved, attach documentation.)  
 EMU  
 UofM  
 Other \_\_\_\_\_

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



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**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:**

WASHTENAW COMMUNITY COLLEGE  
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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.)

- Lecture/Discussion Theory concepts  Field Trips Concert Attendance
- Clinical Instruction Individual attention in class as needed  Team Assignments \_\_\_\_\_
- Self-Paced Learning \_\_\_\_\_  Telecourse \_\_\_\_\_
- Internet Instruction \_\_\_\_\_  Video Seminar \_\_\_\_\_
- Computer Simulations \_\_\_\_\_  Laboratory Assignments \_\_\_\_\_
- On-Site Work Experience \_\_\_\_\_  Interactive TV \_\_\_\_\_
- Other Video an in-class performance so student can watch themselves.

**2. Evaluation Criteria:**

- Attendance \_\_\_\_\_  Quizzes \_\_\_\_\_
- Class Discussion \_\_\_\_\_  Tests \_\_\_\_\_
- Papers \_\_\_\_\_  Midterm \_\_\_\_\_
- Portfolio \_\_\_\_\_  Final Exam \_\_\_\_\_
- Projects \_\_\_\_\_  Home Work \_\_\_\_\_
- Reports \_\_\_\_\_  Presentations \_\_\_\_\_
- Clinical/Work \_\_\_\_\_  Performances At least three per semester
- 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.)

- Lab equipment \_\_\_\_\_  Testing Center \_\_\_\_\_
- LRC Reserves \_\_\_\_\_  Student Competitions \_\_\_\_\_
- Computers \_\_\_\_\_  Off-Campus Sites \_\_\_\_\_
- CD ROM \_\_\_\_\_  Student Tutors \_\_\_\_\_
- Field Trips \_\_\_\_\_  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**

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:

<u>T. King</u> Faculty member/Department Chair	Date: <u>4.27.00</u>
<u>Richard L. Galant</u> Dean	Date: <u>4-27-00</u>

Part D: APPROVAL

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Vice President, Instruction and Student Services

cc Dean and Department Chair