Course Change Proposal  
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Letters</td>
<td>Music</td>
<td>3/8/11</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New _ Change _ Deletion _</td>
<td>Ernie Hills</td>
<td>Sue Metz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <em>X</em> No <em>X</em></th>
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<tbody>
<tr>
<td>For Catalog Copy: Yes <em>X</em> No <em>X</em></td>
</tr>
<tr>
<td>CCE (Extension): Yes <em>X</em> No <em>X</em></td>
</tr>
<tr>
<td>Semester Effective: Fall <em>X</em> Spring <em>, 2011</em></td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
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<tr>
<td>MUSC 178</td>
<td>Vocal Literature and Materials (Grades 4-12)</td>
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**JUSTIFICATION:**

As part of program change for B.M. Music Education, course content from MUSC 27 (Beginning Voice) will be embedded in MUSC 178. This change adds a unit to MUSC 178 to incorporate the additional material. The change will enhance efficiencies for students in the concentration.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Methods and materials for teaching voice and choral music in grades 4-12. Includes introduction to singing, care and development of the student voice, rehearsal techniques, and selection of materials appropriate for use in small and large choral ensembles. Note: Required for Music Education students enrolled in Phase III of the Credential Program. Co-requisite: Phase III Student Teaching. Units: 3.0.

**Note:**

**Prerequisite:**  
Enforced at Registration: Yes _X_ No _X_

**Corequisite:** Phase III Student Teaching  
Enforced at Registration: Yes _X_ No _X_

<table>
<thead>
<tr>
<th>Graded: Letter <em>X</em> Credit/No Credit</th>
<th>Instructor Approval Required? Yes <em>X</em> No</th>
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<tbody>
<tr>
<td>Lecture/semester</td>
<td>Title for CMS (not more than 30 characters)</td>
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<tr>
<td>Cross Listed? Yes <em>X</em> No <em>X</em></td>
<td>Vocal Lit &amp; Materials</td>
</tr>
<tr>
<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
<td></td>
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**How Many Times Can This Course be Taken for Credit? _X_**

Can the course be taken for Credit more than once during the same term? Yes _X_ No _X_
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:
- Demonstrate knowledge of the vocal apparatus and physiological functions used in singing.
- Understand and utilize concepts and vocabulary necessary for discussing aesthetics and teaching singing.
- Demonstrate singing ability in solo and choral performances.
- Assess vocal problems in solo and choral performances.
- Demonstrate knowledge of repertoire for solo voice and choral literature that is appropriate for grades 4-12.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Examination and essays including appropriate concert reviews. Performance/critique presentations in class. Preparation of a notebook/journal which will become a resource when the student is a credentialed teacher.

**For whom is this course being developed?**

Majors in the Dept. X ___ Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X ___ No ___

If yes, identify program(s): Bachelor of Music: Music Education

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). 

**The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.**

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair: [Signature]</td>
<td>3/10/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean: [Signature]</td>
<td>3/10/11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
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</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mall zip 6016. An electronic copy must also be sent.
MUSC178 Vocal Literature and Materials  (Grades 4-12)

Catalogue Course Description
Methods and materials for teaching voice and choral music in grades 4-12. Includes introduction to singing, care and development of the student voice, rehearsal techniques, and selection of materials appropriate for use in small and large choral ensembles.

Learning outcomes
Students will be able to:
• Demonstrate knowledge of the vocal apparatus and physiological functions used in singing.
• Understand and utilize concepts and vocabulary necessary for discussing aesthetics and teaching of singing.
• Demonstrate singing ability in solo and choral performances.
• Assess vocal problems in solo and choral performances.
• Demonstrate knowledge of appropriate repertoire for solo voice and choral literature that is appropriate for grades 4-12.

Required Course Materials and Fee:
• Foundations in Singing by Van Christy and John Glenn Paton
• Complete Secondary Choral Music Guide – Donald Roach
• Music as assigned
• Notebook to include choral literature and vocal journal
• Fee card: ($40) Music services fee card. Paid at Lassen Hall and redeemed at room 135 in Capistrano Hall.

Course Requirements:
• Satisfactory achievement on quizzes and assigned essays including 2 concert reviews (choral and solo voice) and a choral rehearsal observation
• Satisfactory on peer song presentations – choral and solo
• Satisfactory completion of choral notebook/vocal journal
• Prompt consistent attendance and active class participation

Basic Course Outline – We will do the following throughout the semester:
Week 1-4  Beginning Voice Concentration
• Discuss how the voice works and how to use the body effectively when singing
• Sing together and alone to learn through demonstration
• Discuss assigned readings
• Listen to/watch recordings of professional singers and each other
• Discover strategies for learning a song and performing it effectively

Weeks 5 – 15 Vocal Application and Choral Concentration
• Apply vocal techniques for the chorus addressing all voice ranges
• Learn and demonstrate principals of vocal diction
• Practice sight reading and gain knowledge in published sight reading materials
• Practice and demonstrate basic conducting principals and techniques as they interpret choral literature
• Select and study vocal and choral repertoire
• Discuss managing the choral program in middle and high school levels including organization and planning of rehearsals and performances
• Perform both individually and as a group

Course Grades:
• Peer Presentations 25%
• Notebook/Journal 20%
• Quizzes and assigned essays 20%
• Final 20%
• Class participation 15%

Attendance and participation policy:
Your attendance is expected at every class session. You are allowed two unexcused absences. For every subsequent absence without a doctor’s excuse, your semester grade will be lowered by one half of a grade. On-time class attendance is required. Leaving class early and tardiness will be noted and could affect your final grade. If you are going to be absent it is mandatory for the instructor to be informed in advance by email or phone and provide me with a doctor’s excuse for that day. If you are absent, it is your responsibility to keep yourself informed of any announcements, changes, or handouts, which you may have missed.

You are expected to contribute in a constructive manner to the class dialogue. Private conversations should take place outside of class time.

CELL PHONES are to be turned off when entering the classroom.

Late assignments: Late assignments will not be accepted.