

UMBC UGC New Course Request: Vocal Pedagogy

Date Submitted: 2/7/20

Proposed Effective Date: Fall 2020

	Name	Email	Phone	Dept
Dept Chair	Linda Dusman	dusman@umbc.edu	x52026	Music
UPD	Joseph Siu	jsiu@umbc.edu	x58043	Music

COURSE INFORMATION:

Course Number(s)	MUSC 366
Formal Title	Vocal Pedagogy
Transcript Title (≤30c)	Vocal Pedagogy
Recommended Course Preparation	
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	You must have completed the following Music Milestone: MUSC390_OK
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

Vocal Pedagogy prepares advanced vocal performance students to teach private lessons to beginning vocal students of all age ranges and abilities. Topics include: the basic physiology of the vocal mechanism, teaching strategies to guide performers to healthy and expressive singing, professional networking, observing professional instructors in video masterclasses and reflecting on best practices in the teaching of singing, and establishing and maintaining a successful private studio.

RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

The National Association of Schools of Music requires the addition of pedagogy courses for our performance majors in order to maintain our accreditation. This course would fulfill that requirement for vocal performance majors, giving them much-needed real-world skills as they graduate and begin their careers. A high percentage of music performance majors nationwide teach privately during their careers, and this would prepare our students for success immediately upon graduating.

b) How often is the course likely to be taught?

This course would be taught once per year to junior or senior vocal performance majors.

c) How does this course fit into your department's curriculum?

The National Association of Schools of Music requires the addition of pedagogy courses for our performance majors in order to maintain our accreditation. This course would fulfill that requirement for vocal performance majors, giving them much-needed real-world skills as they graduate and begin their careers.

d) What primary student population will the course serve?

This course will serve vocal performance majors in their junior and senior years.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

It is a 300-level course because the prerequisite milestone requires four semesters of private lessons or the equivalent.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

MUSC 390 is the private lessons course for junior and senior music majors; students must be concurrently enrolled in MUSC 390 or have completed at least one semester of MUSC 390 to ensure that students in Vocal Pedagogy are advanced enough in their instrument to be able to successfully teach others.

g) Explain the reasoning behind the P/F or regular grading method.

Since this course will be required for our performance majors, students have to achieve a "C" or above to fulfill their degree requirements. Therefore, the regular grading method is needed.

h) Provide a justification for the repeatability of the course.

This course is not repeatable for credit as the material will remain the same from year to year.

ATTACH COURSE SYLLABUS (mandatory):

University of Maryland Baltimore County

Vocal Pedagogy | MUSC 366 | 3 credits

Course Description:

Vocal Pedagogy prepares advanced vocal performance students to teach private lessons to beginning vocal students of all age ranges. Topics include: the basic physiology of the vocal mechanism, teaching strategies to guide performers to healthy and expressive singing, professional networking, observing professional instructors in video masterclasses and reflecting on best practices in the teaching of singing, and establishing and maintaining a successful private studio.

Learning Goals:

By the end of this course, students will:

- Demonstrate a basic knowledge of the vocal mechanism leading to making informed decisions about how to productively teach the art of singing
- Develop confidence in teaching others how to sing healthfully
- Be knowledgeable of how to begin a career in voice teaching

Grading:

Class Participation:

Attendance is required for all classes. Please discuss any need for missing classes with the instructor. Grades will be affected by absences.

- Written Assignments (20% of course grade)
- Written Tests (30% of course grade)
- Practicum Videos (30% of course grade)
- Exam (20% of course grade)

Required Materials

Principal Text

McKinney, James (1994, Revised Edition). *The Diagnosis and Correction of Vocal Faults: A manual for teachers of singing and choir directors*. Nashville, TN: Genevox Music Group.

Secondary Text

Conway, C. M. (2019). *Private Music Lessons: A manual for teachers*. Tecumseh, MI: Conway Publications.

Academic Integrity

As a community of scholars and an Honors university, UMBC takes issues of Academic Integrity very seriously. The University recommends that all instructors include the following policy in their syllabi:

“By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult UMBC policies, or the Faculty Handbook (Section 14.3).

Student Disability Services (SDS)

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and need to request academic accommodations for access to your courses, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or

alternatively you may visit the SDS office in the Math/Psychology Building, Room 212. For questions or concerns, you may contact us through email at disAbility@umbc.edu or phone (410) 455-2459.

If you require accommodations for this class, make an appointment to meet with me to discuss your SDS-approved accommodations.

Title IX

Disclosures of Sexual Misconduct and Child Abuse or Neglect

As an instructor, I am considered a *Responsible Employee* per UMBC's Policy of Prohibited Sexual Misconduct, Interpersonal Violence, and Other Related Misconduct. While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee I am required to report disclosures of sexual assault, domestic violence, relationship violence, stalking, and/or gender-based harassment to the University's Title IX Coordinator.

Additionally, I also have a mandatory obligation to report disclosures of or suspected instances of child abuse or neglect.

The purpose of these reporting requirements is for the University to inform you of options, supports, and resources; you will not be forced to file a report with the police. Further, you are able to receive supports and resources, even if you choose to not want any action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take action.

If you need to speak with someone in confidence about an incident, UMBC has the following Confidential Resources available to support you:

The Counseling Center: 410-455-2472

University Health Services: 410-455-2542

After-hours counseling and care available by calling Campus Police at 410-455-5555

Other on-campus supports and resources:

The Women's Center, 410-455-2714

(for students of all genders, identities, and expressions)

Title IX Coordinator, 410-455-1606

Mental Health and Care

Diminished mental health can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App from <http://counseling.umbc.edu/justincase>.

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: 410-455-2472. Hours: Monday-Friday 8:30am-5:00pm.

Weekly Topics: Readings, Class Discussion, Written Assignments, Tests

Week 1

Overview of the Anatomy of the Vocal Mechanism / Basic Approach to Vocal Sound (generator, actuator, resonator, and articulators of the human voice)

READING - McKinney: Introduction, Chapters 1 & 2

Week 2

The Skeletal Structures of the Body as They Relate to Singing / Teaching Proper Posture and Breathing

READING - McKinney: Chapters 3 & 4

Week 3

Setting Up and Maintaining a Voice Studio / The Timbre and Voice Classification of Your Students / Professional Organizations and Networking

READING - McKinney: Chapter 7. Conway: Chapters, 10,11,12.

Week 4

Understanding the Basic Framework of the Larynx

READING - McKinney: Chapter 5.

TEST 1: Teaching the Fundamental Parts of the Vocal Mechanism, Posture, and Breathing to Your Beginner Students. Classifying Your Student's Instrument

Week 5

The Intrinsic Muscles of the Larynx

READING - McKinney: Chapter 5. Supplementary Handout.

Week 6

How the Structures of the Larynx Create Phonation, Pitch

READING - McKinney: Chapter 5. Supplementary Handout.

Week 7

How the Structures of the Larynx Effect Registration, Volume, and Vibrato

READING - McKinney: Chapter 6.

TEST 2: The Structures of the Larynx and How They Function Together to Create Healthy and Resonant Singing

Week 8

Strengthening the Musicianship of Students in the Lessons You Teach / Quick Overview of Available Song Anthologies

Written Assignment 1 Due: Assess the Teaching Techniques as Seen in an Assigned Joyce DiDonato Masterclass Video ([sample video](#))

Week 9

Teaching Healthy Phonation and Resonation

READING - McKinney: Chapter 8.

Written Assignment 2 Due: Assess the Teaching Techniques as Seen in an Assigned Gerald Finley Masterclass Video ([sample video](#))

Week 10

Teaching How to Use the Articulators in Singing / Warming Up Your Students' Voices

READING - McKinney: Chapter 9.

Week 11

Practicum Assignment 1: Reviewing Student Teaching Videos in Class (Non-Major College Students)

Week 12

Teaching Children ages 5-11 to Sing: Materials and Practice

READING - Conway: Chapters 6 & 7

Week 13

Teaching Children ages 12-18 to Sing: Materials and Practice

READING - Conway: Chapter 8

Practicum Assignment 2: Reviewing Student Teaching Videos in Class (Non-Major College Students)

Week 14

Teaching Your Students How to Sing Lines Musically and with Meaning

End-of-Semester Review, Discussion, and Assimilation of Material as Preparation for the Exam

Finals Week

Final Exam