

EXISTING COURSE ADOPTION PROCEDURE (ECAP)  
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST  
Drafted by Curriculum Committee, Indiana University East, Sept. 2002

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: **MUS-T115** Course Title: **Sight-Singing and Aural Perception I**  
Credit hours: **1** Division offering: **HSS**

**MUS-T 115 is a course that features intensive training in sight-singing, aural perception, and keyboard skills. This course is intended to apply material concurrently with MUS-T151.**

Faculty member submitting this proposal: **Elliott Miles McKinley**

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

**Yes**

Below, please list all those campuses that teach the course in question:  
**IU South Bend, Southeast**

PART 3:

1) Describe the course content and your rationale for bringing it forward:

**This course will serve as a complement to MUS-T151 with intensive training in sight-singing, aural perception, and keyboard skills. Rationale: This is a core course requirement for the music program as a component of the music theory sequence—as a concurrent lab requirement to MUS-T151. Music and the arts generally serve to enhance the intrinsic life of individuals and their communities. Since the study of music primarily focuses on creativity and expression, students from any degree program can gain significant experience that can then enhance the quality of their lives no matter the field of study or career choice.**

2) Describe the course's placement in the program, including its intended audience and any prerequisites:

**A required course in the music program for all minors and majors. Must be taken concurrently with MUS-T151 or at the consent of the program director. Prerequisites: MUS T-109 or demonstrated proficiency through a musical skills exam.**

- 3) List the anticipated student learning objectives and outcomes:  
**The student will have developed skills to sing melodies, perform keyboard realizations, and identify harmonies within the scope of the material covered in MUS T-151.**
  
- 4) Discuss any special features of the course (eg. a service learning component):  
**Singing and keyboard performance (use of keyboard lab).**
  
- 5) **Attach a proposed syllabus for the course as it would be taught on the IU East campus:**  
Attached.

PART 4:

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division's final determination on this point and provide the chair's signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

**IU EAST COURSE OUTLINE OF RECORD**

(Submit with ECAP form)

**MUS-T115 SIGHT-SINGING AND AURAL PERCEPTION I**

**COURSE TITLE:** Sight-Singing and Aural Perception I

**COURSE NUMBER:** MUS-T115

**CREDIT HOURS:** 1

**SCHOOL:** HSS

**PROGRAM:** Music

**COURSE CATALOG DESCRIPTION:** This course will serve as a laboratory complement to MUS-T151 with intensive training in sight-singing, aural perception, and keyboard skills.

**PREREQUISITES:** None.

**ANTICIPATED CLASS FORMAT (Online, Classroom, Hybrid):** Classroom

**CONTACT TYPE (Lecture, Lab, Other):** Lab

**TEXTBOOK(S) FOR FIRST OFFERING:** Appropriate texts are currently under review. The student will have one or two texts along with listening assignments.

**TOPICS TO BE ADDRESSED:** (Narrative and/or bullet points)

- Sight-singing, score reading
- Ear-training, aural skills
- Keyboard harmony skills

**IU EAST CAMPUS LEARNING OBJECTIVES:**

Educated people should:

1. Be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Be able to relate computational skills to all fields so that they are able to think with numbers. At minimum students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.
5. Have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
6. Develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
7. Be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

**LIST COURSE OBJECTIVES (with a notation indicating which Campus Learning Objective is met.)**

- Develop a greater appreciation and understanding of basic musical constructs (2,3)
- Develop skills and strategies for listening and recognizing musical structures (2,3,4)
- Learn basic syntactic constructs for music (2,3)

**DATE OF COURSE IMPLEMENTATION:** Fall 2009

**DATE OF LAST REVISION (IF ANY):**

**Actual Course Syllabus May Contain Additional Materials**

**Submitted by: Elliott Miles McKinley    Date: February 15, 2008**