

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-S230** Course Title: **Applied Cello Secondary**
Credit hours: **2** Division offering: **HSS**

Applied cello instruction as a secondary area for minors and majors.

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, IU Bloomington, IUPUI

PART 3:

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

Cello lessons are private one-on-one weekly instruction sessions that vary in depth, scope, and pedagogical concerns based on the needs and artistic development of the student. Rationale: As a component of the program for music minors and majors. 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:

This course serves as component for the music program, both minors and majors. Prerequisites: Instructor consent.

3) List the anticipated student learning objectives and outcomes:

The student will:

Build and develop technique (2, 3)*

Develop repertoire appropriate to the ability of the student (1,5, 3)

Develop musical skills, practice habits, and performance skills (5, 2, 3)

Develop a broad appreciation for music and styles appropriate to the performance practice (6, 5)

(*Campus Learning Objectives met are noted in parenthesis.)

4) Discuss any special features of the course (eg. a service learning component):

Private instruction, one hour per week.

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

**INDIANA UNIVERSITY EAST
COURSE OUTLINE OF RECORD**
(Submit with ECAP form)

MUS-S230 APPLIED CELLO SECONDARY

COURSE TITLE: Applied Cello Secondary

COURSE NUMBER: MUS-S230

CREDIT HOURS: 2

SCHOOL: HSS

PROGRAM: Music

COURSE CATALOG DESCRIPTION: Cello lessons are private one-on-one weekly instruction sessions in cello performance that vary in depth, scope, and pedagogical concerns based on the needs and artistic development of the student.

PREREQUISITES: Must be a student in the IU East music program (minor, etc.) with a primary concentration outside this area.

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

CONTACT TYPE (Lecture, Lab, Other): Other – Private Instruction

TEXTBOOK(S) FOR FIRST OFFERING: Likely none. Variable according to the instructor.

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

- Modes of practice and performance related to cello
- Cello repertoire in both ensemble and solo settings
- Musical 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.)

- Building and developing technique in cello (2, 3)
- Developing repertoire appropriate to the ability of the student (1,5, 3)
- Developing musical skills, practice habits, and performance skills (5, 2, 3)
- Develop a broad appreciation for music and styles appropriate to the performance practice (6, 5)

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:** November 1, 2008