



PROGRAMS COMMITTEE MEETING

Friday, March 28, 2014

Attending: Brennan (for McShane-Hellenbrand), Darden, Gerloff, Gruben, D Miller, P Miller, Owczarek, Sanchez, Steinkuehler, Wilkerson

Absent: Hamm, Johnson, Rosenthal, Shaffer, Zulick

Guests: Patti Atwood, Academic Advisor L&S; Maggie Hawkins, Curric&Instruc; Julia Koza, Curric&Instruc

AGENDA

Approval of the Minutes: February 21st, 2014 Approved with correction

Adoption of the Agenda: March 28, 2014 Adopted

All Music Education items on the consent agenda were tabled. Committee members agreed that new, replacement courses should be approved before deleting current courses.

*Course Discontinuation: CURRIC 333 Teaching General Music in the Elementary School-**Tabled***

*Course Discontinuation: CURRIC 334 Teaching General Music in the Secondary School-**Tabled***

*Course Discontinuation: CURRIC 335 Teaching Instrumental Music in the Elementary School-**Tabled***

*Course Discontinuation: CURRIC 336 Teaching Instrumental Music in the Secondary School-**Tabled***

*Course Change: CURRIC 337 Practicum in Teaching Music-xlist, descript, prereq-**Tabled***

*Course Change: E ASIA LANG & LIT 277Kendo: Integration of Martial Arts and Liberal Arts-**PASSED***

Course Change: CURRIC 674 Advanced ESL Methods (Hawkins)

See minutes of February 21, 2014 for last committee action to table this item. Professor Maggie Hawkins, the proposal's author, was on hand to address the committee's concerns. Prof. Hawkins also provided additional background information. Historically, 673 and 674 had been separate 3-credit courses with a practicum/fieldwork. However, because the fieldwork and coursework were so closely integrated, the two 3-credit courses were merged into a single 6-credit course (i.e., Curric 674). More recently, graduate students in C&I have needed to take this course at the 3-credit level, thus the proposal to change the course to variable credit. The committee pointed out that there has been more scrutiny of variable credit courses this year with the advent of the University Curriculum Committee, which has been charged with considering issues related to course credit definitions. As in previous discussion of this course, the committee recommended that Professor Hawkins consider proposing this as two separate 3-credit courses. Professor Hawkins continues to feel that the coursework and fieldwork are completely integrated and inseparable. It was noted that at least two demographically different cohorts are currently taking this course. Each group ties the course content to practice in a different way. The author acknowledged that more elaboration is needed in the syllabus. One committee member suggested a chart clarifying responsibilities and work load for each credit level. The committee suggested adding a chart or text making clear the distinctions between credit levels. A clause could reference the differences in expectations based on students' current or prior certification status. With a need for those requested changes the course is **TABLED**.

New Course: ELPA 780 Teacher Leadership and Learning Communities

This is an online, variable credit course (3-4 credits) that is part of the MSPE certificate. It is cross-listed with Educational Psychology. The reviewer felt it was unclear how requirements would be different for students enrolled in the 3-credit version; the syllabus reviewed clearly reflects the 4-credit option. It was also noted that there was no CV attached for the professor from the University of Mississippi (as required when the instructor is not UW-Madison faculty). The committee also requested clarification about the role that Professor John Diamond will play in the course. Credit hours are adequate by Higher Learning Commission standards, but the question was raised as to how the definition of credit hours is changed by the fact this an online course. With the need for responses to these requested changes, this course is **TABLED**.

Program Change: Music Education (Koza) (Gerloff)

Changes to the Music Education Program have been in planning stages for a very long time. Changes affect both the degree program and the teacher certification program in Curriculum and Instruction. Guests Patti Atwood and Julia Koza provided an overview to augment the written materials and charts provided. The Music Department and L&S have

approved and signed off on the changes. In the School of Music, approximately 25% of the students are also in the School of Education. The external review in 2007 said the program is great! The department asked at that time what could be done to improve the program, and especially make it more culturally relevant. The proposed changes will likely increase time to degree. Required music proficiencies are one issue that affects time to degree. The Department sees a need in schools for teachers to be multiply certified. The new program will be a cutting edge model across nation. Currently 80% of high school students do not participate in music programs. While the committee was generally very positive about the proposal, there were questions about whether graduates might be disadvantaged in the job search (i.e., schools looking for students with more traditional training). Professor Koza responded that this new program represents an “and” not an “or,” and she believes graduates will be well-prepared for today’s schools. The program changes were **PASSED**.

New Course: CURRIC 300 Introduction to Music Education
Needs criteria for grading. With that inclusion this item is **PASSED**.

New Course: CURRIC 301 Music Learning and Teaching 1
New Course: CURRIC 302 Music Learning and Teaching 2
These items were considered together and **PASSED**.

New Course: CURRIC 303 Fieldwork in Music Communities
Seminars are 50 minutes long; 28 hours with reflection may elicit questions from the campus Curriculum Committee. Authors may consider adding two hours of fieldwork. With that friendly suggestion, this item is **PASSED**.

New Course: CURRIC 304 Composition, Arrangement, and Orchestration for the Music Teacher
PASSED.

New Course: CURRIC 344 Teaching Vocal Styles in the Music Classroom
The reviewer was confused by the justification statements regarding cross-listing. Add bold justification for cross-listing.
PASSED.

New Course: CURRIC 409 Student Teaching in General and Vocal Music
New Course: CURRIC 410 Student Teaching in General and Instrumental Music
This is a 2-12 credit variable credit course. Questions were raised as to what constitutes the difference in experiences or requirements across that large range? Professor Koza pointed out that students receive most commonly 12 credits for a semester and 6 credits for a half semester. Those parameters need to be delineated. Course requirements, both on the syllabi and proposal forms need clarification. There is no description of what constitutes passing vs. failing (pass/no pass). Authors are requested to provide more detail about what constitutes a passing grade. Questions were also raised about including e-portfolio (edTPA) as a course requirement – since this is a certification (not necessarily a course) requirement. This course is **PASSED** with these changes.

New Course: CURRIC 420 Teaching Popular Instrumental Music 1
New Course: CURRIC 421 Teaching Popular Instrumental Music 2
These courses were considered as a block. Questions were raised about the inclusion of specific instruments (i.e., guitar and drum) and in course descriptions that will be published in the Course Guide. Professor Koza noted that the state mandates that certain instruments be taught, and therefore prefers to keep the reference to specific instruments in the descriptions. This item **PASSED**.

School of Education Office of the Dean