



TO: Dr. Christopher Shamburg, University Senate President

FROM: Senate Graduate Studies Committee (GSC)
 Dr. Chris Carnahan, Co-Chair Dr. John Melendez, Co-chair
 Dr. Gunhan Caglaya Dr. Amit Mokash
 Dr. Helen Friedland Dr. Grace Wambu
 Dr. Venessa Garcia Student Rep, TBA

DATE: November 3, 2020

SUBJECT: GSC October 2020 Report - **Amended**

The Senate Graduate Studies Committee (GSC) met via zoom on October 20, with six of seven members in attendance. The meeting began with a thank you to all GSC members who participated in the MSCHE meetings requested by the MSCHE visiting team. The GSC reviewed five (5) course proposals and two (2) new program proposal.

New Program Proposal Review

The GSC is recommending approval for the Certificate in STEM Education with minor recommends. A second proposal (Master of Music in Performance – Multi-Style Strings) was ‘rolled-back’ to address a technical non-compliance in the proposal, in failing to include the “Program Overview/ Catalogue Description” in the response. Committee members also recommended that the proposal needed a more robust description of the faculty teaching in the program resource section.

Requested Action	New Program
Program Title	Certificate in STEM Education
Program Level	Graduate
Total Credits	12
College/Department	College of Education/ Educational Technology
Program Goals	The Certificate in STEM Education is a rigorous four-course(12-credit) program that providesK-12 educators in all disciplines, school leaders and librarians with both the foundational STEM pedagogy, and the hands-on experience to be successful integrating STEM in their classrooms and schools both on-site and remotely. The Certificate is delivered as primarily an online, facilitated program with a required initial two-days of hands-on instruction and submission of a portfolio to evidence learning. The hands-on component will be offered online or regionally to broaden the reach of the program. Students will be offered the opportunity for those classes to be applied toward a 36-credit Master of Arts degree in Educational Technology or a Master of Arts degree in Educational Technology with School Library Media Specialist certification.
Anticipated Enrollment	Anticipated enrollment 250
Proposed by	Christopher Carnahan

New Course Proposal

The committee reviewed five course proposals and is currently recommending five courses with minor edits required. The committee originally did not approve the Sociology and Cultural Responsiveness in Music Education proposal pending input from the Sociology department which subsequently endorsed the proposal.

Requested Action	New Permanent Course
Abbreviated Course Title	EDTC: STEM Foundations
Full Course Title	EDTC: STEM Foundations: Rethink Learning
Credits	3.0
Course Level	600 level (Graduate)
Catalog Description	This integrated, interdisciplinary course challenges students to rethink learning by integrating innovative STEM practices and tools and providing hands-on and relevant learning experiences. Students will engage with comprehensive STEM tools to support pedagogical applications in all areas of the curriculum and in all grade levels.
Enrollment & Scheduling	Recommended enrollment is 20. This course will be offered every Fall, Spring and Summer as part of a STEM Certificate program in the Educational Technology department.
Prerequisites	N/A
Component Workload	Lecture (3.0 credits)
Proposed by	Christopher Carnahan

Requested Action	New Permanent Course
Abbreviated Course Title	MDT: Integrating Tech in Music Ed
Full Course Title	MDT: Integrating Technology in Music Education
Credits	3.0
Course Level	500 level (Graduate)
Catalog Description	This is a hands-on elective graduate course in music education that provides instruction in the available technologies for today's music education. Topics include: defining music technology, standards, SAMR Model, Learning Management Systems, technology tools for general music, technology tools for ensembles, needs assessment, inventory, technology integration plan, and unit plans.
Enrollment & Scheduling	Recommended enrollment is 15. Class will meet yearly, every Spring
Prerequisites	None
Component Workload	Lecture (3.0 credits)
Proposed by	Carole Shansky

Requested Action	New Permanent Course
Abbreviated Course Title	MDT: Pedagogy of Music Theory
Full Course Title	MDT: Pedagogy of Music Theory
Credits	3.0
Course Level	600 level (Graduate)
Catalog Description	This is a required graduate course in music education providing instruction in music theory and instructional approaches to teaching music theory in school settings. Topics: defining music theory, standards, musical time and space, harmonic analysis, form and the incorporation of these elements of music into level-appropriate unit plans.
Enrollment & Scheduling	Recommended enrollment is 15. Offered Fall as an online class. Possible Spring as well, depending on enrollment
Prerequisites	None
Component Workload	Lecture (3.0 credits)
Proposed by	Carol Shansky

Requested Action	New Permanent Course
Abbreviated Course Title	MDT: Assessment Strategies in Music Education
Full Course Title	MDT: Assessment Strategies in Music Ed
Credits	3.0
Course Level	600 level (Graduate)
Catalog Description	Assessment is an essential component of teaching that music educators and supervisors must continuously revisit and refine. This course will explore how devising assessment strategies is integral to determine student ability and/or progress, curriculum development differentiating instruction, communicating with students, parents and administration and for teacher and course evaluations.
Enrollment & Scheduling	Recommended enrollment is 15. Spring semester, unless enrollment demands Fall.
Prerequisites	None
Component Workload	Lecture (3.0 credits)
Proposed by	Carol Shansky

Requested Action	New Permanent Course
Abbreviated Course Title	MDT: Sociology and Cultural Responsiveness in Music Education
Full Course Title	MDT: Sociology in Music Ed
Credits	3.0
Course Level	600 level (Graduate)
Catalog Description	The purpose of this course is to critically examine sociological and cultural concepts as they relate to music and education. Topics include key issues and concepts in sociology; cultural responsiveness as related to music education; problems encountered in the sociology of music education; and cultural influences that impact the classroom.
Enrollment & Scheduling	Recommended enrollment is 15. Every year; depending on enrollment in the program, either Fall semester or every semester.
Prerequisites	None
Component Workload	Lecture (3.0 credits)
Proposed by	Carol Shansky

During the review of the courses and programs presented many questions surfaced regarding formatting issues in CIM, discipline specific questions regarding learning outcomes, text book selection, and required readings. As a result moving forward the Graduate Studies will be inviting the proposal's sponsor to our meetings in order to be available to respond to any questions in reference to the proposal. It is our hope that this will support a thoroughly rigorous and expeditious review process that is collegial and supportive.