

## **MINUTES**

### **Graduate Studies Committee**

February 25, 2011 meeting

The meeting of the Graduate Studies Committee was called to order by Dr. Ken Snowden at 10:00 a.m. in Elm Room, EUC.

Members Present: Adams, Carroll, Chesak, Francisco, Hodges, Klase, Lewallen, Lewis, Petersen, Snowden, Teachout, Tomkiel, and Tullar. Also present: Billy Ogletree, Barbara Tookey, Denise Tucker, and Robert Mayo.

Excused Absence: Bagley, Bartlett, Jackson, Mazgaj, and Rowett-James

### **APPROVAL OF MINUTES**

Minutes from the January 21, 2011 meeting were approved as written.

### **REPORT OF THE CHAIR - DR. SNOWDEN**

Dr. Snowden gave a brief report on faculty availability to serve as 2011-2012 GSC Chair. Dr. Snowden advised that Dr. Nancy Hodges would be available to serve the Spring semester only; however, he is willing to serve for the Fall semester. Upon motion duly made and seconded, nominations were closed. It was the unanimous decision of the committee that Dr. Ken Snowden serve as Chair for Fall, and Dr. Nancy Hodges serve Chair for Spring.

### **REPORT OF THE DEAN - DR. PETERSEN**

Dr. Petersen reported that the Program Review Process Committee has been actively responding to input received on their proposed recommendations for the process the university would use for reviewing programs in response to anticipated budget cuts. The basic timetable is the same, with a good deal of activity during the Summer. Data collection and preparation will take place between March and early April, with any corrections made late in the month. Between April and May, the unit review process at the college/school level would have the units place programs in 3 tiers. Between June and mid-August, the university-wide committee would also place programs in 3 tiers after receiving unit recommendations, but that committee would not be bound by the unit input. The committee will consist of 11 members: 6 faculty, a faculty chair, 1 undergraduate student, 1 graduate student, the dean of undergraduate studies, and the associate dean of graduate studies. The vice provost and associate provost for planning will be ex-officio members.

### **IDEALL CSD PROPOSED COLLABORATIVE PROJECT**

Presented by Dr. Robert Mayo, head of UNCG's Department of Communication Sciences and Disorders, Dr. Billy Ogletree, chair of Western Carolina University's Department of Communication Sciences, and Dr. Denise Tucker, director of doctoral study for UNCG's Department of Communication Sciences and Disorders, the collaborative doctoral program between UNCG and Western Carolina University would help to meet a critical need for Ph.D. trained speech-language pathologists in the western part of North Carolina. Dr. Ogletree reported that the master's program at Western Carolina University began in the late 1960's and, since 2007, has been a part of the College of Health and Human Sciences. Dr. Tucker explained that the IDEALL CSD would be a new delivery system for the existing Ph.D. program in communication sciences and disorders, and is therefore not a new degree. Students would apply to UNCG and follow the existing program requirements, including written and oral exams overseen by a UNCG faculty advisor and Director of Graduate Studies. She detailed how students going through the program would attend live synchronous classes originating from UNCG on Western's campus. With the student developing his or her own minor program of study, however, the number of semester hours taken in courses at Western will exceed the 1/3 rule. This UNCG rule allows doctoral students a maximum of 1/3 non-dissertation course credit hours as transfer credit. A waiver of the rule for the IDEALL CSD students may be needed, depending on future information from GA and inter-institutional registration options. Following a brief question and answer period, a motion was made and seconded to form an ad hoc subcommittee to meet with departmental representatives in order to further develop the proposal. The subcommittee shall consist of Ken Snowden, Lynne Lewallen, and Vince Francisco.

## **REPORT OF THE CURRICULUM SUBCOMMITTEE – DR. LEWALLEN ROUTINE CHANGES**

The following were approved:

### 1. **BIOLOGY:**

- a. Effective Spring 2012, change in course title and prerequisites as follows:  
**BIO 535-01 Biochemistry: Metabolic Regulation in Health and Disease**  
*Pr. BIO 277 ~~and~~ 355 or 392, or permission of instructor*
- b. Effective Fall 2011, change in course prerequisites as follows:  
**BIO 578-01 Hormones in Action**  
*Pr. BIO 277 ~~and~~ 355 and 392*

### 2. **CONFLICT AND PEACE STUDIES:** Effective Fall 2011, change in course number, title and prerequisites as follows:

- a. **CNR 600 ~~Concepts and Processes~~ Fundamentals of Conflict Resolution and Peace Studies (3:3) (SVL)**  
~~Overview of the multidisciplinary~~ **Introduction to the interdisciplinary theory, research conflict analysis and intervention strategies which form the foundation of peace and field of conflict studies resolution and analysis. Mediation, negotiation, arbitration, collaborative problem solving and other applications.**
- b. **CNR 601 The Cultural Dimensions of Conflict Resolution and Peace Studies (SVL)**  
**The role of culture, race and ethnicity in creating and resolving conflicts. Explores multiple dimensions of diversity in creating and resolving conflicts. Students will explore their own culture beliefs and values as well as diverse conflict models and belief systems around the world.**
- c. **CNR ~~636~~606 Organizational Conflict: Theories and Practices (3:3)**  
*Pr. CNR 600 and 601 or permission of instructor*  
~~Interdisciplinary overview of~~ **Theories, methods, and practices used in identifying, analyzing, resolving, and transforming assessing and transforming conflict in modern organizations.**
- d. **CNR ~~655~~609 ~~Dispute System Design~~ Community Engaged Research (3:3)**  
*Pr. 602, 606 and 607 or permission of instructor*  
~~Designing conflict management systems for groups and organizations: supplemental field research time required.~~ **Students research, design, and conduct a piece of community based research focusing on relationships, conflict, mechanisms for resolution, and transformation.**
- e. **CNR 610 Conflict Transformation: Reconciliation and Healing (3:3)**  
*Pr. CNR 602, 605 and 607 or permission of instructor*  
**Nonviolent responses to conflict and violence prejudice that are oriented to the restoration of relationships damaged by crime, war, community and family and social workplace violence.**
- f. **CNR ~~615~~647 Mediation Theory and Practice (3:3)**  
~~An introduction to the theory and practice of settlement conferences, family and communication mediation models.~~ **Exploration of a number of mediation theories, models and practices governing mediation in a range of settings. The course builds off theory to develop practical mediation skills.**
- g. **CNR ~~680~~652 Facilitation: Conflict Resolution in Groups (3:3)**  
**Examines the range of practices of group facilitation with a focus on current theories and techniques of professional facilitation in conflict resolution practice and training.**
- h. **CNR ~~630~~679 Gender and Conflict Peacebuilding (3:3)**  
*Pr. CNR 600 & 601 or permission of instructor*  
**Examines the role of gender, sex, diversity, and power relations in the definition, creation, and resolution of conflict in diverse historical and cultural settings. Course material is drawn from a wide variety of fields and building of peace.**
- i. **CNR 685 Resolving Conflict Resolution in Health Care Systems: Achieving Peace through Health (3:3)**  
*Pr. Admission to certificate or master's program in Conflict Studies or permission of instructor*

~~Fundamentals of application of conflict resolution in health care settings. Additional focus on poverty, health and human rights as well as mediation involving issues of bioethics.~~ **Peace building and conflict resolution in health care and humanitarian initiatives; human rights and social justice perspective.**

- j. **CNR 616690 Practicum in Conflict Resolution Integrated Colloquium (3:3) (SVL)**  
*Pr. CNR 600, 601, 602, 605, 607, 609, 610 and five electives (pre or co-requisite)*  
Guidance, support, and theoretical connections for students engaged in conflict resolution work in field placements. May be assistantships and Fall admission. Applications will be considered after the March 1<sup>st</sup> deadline only if space remains. **Final capstone course in which students integrate theory, research, analysis and practice skills through a community based project documented with an electronic portfolio for presentation. May be repeated once.**
3. **COMMUNICATION SCIENCES AND DISORDERS:** Change in course title, prerequisites and course descriptions for following courses, effective Fall 2011:
- a. **CSD 606 Seminar in Aphasia Cognitive-Linguistic Disorders in Adults (3:3)**  
*Pr. 551 or equivalent and admission to appropriate degree program or permission of instructor*  
~~Investigation of language problems arising from cardio-cerebro-vascular and associated anomalies. Pathology, diagnosis, and rehabilitation.~~ **Assessment, diagnosis, and treatment of communication disorders resulting from stroke, dementia, and traumatic brain injury.**
- b. **CSD 616 Neurogenic Communication Motor Speech Disorders (3:3)**  
*Pr. Admission to appropriate degree program or permission of instructor*  
~~Investigation of the neuroanatomy and physiology of motor speech, and exploration of~~ **Neurologic basis**, assessment and remediation techniques **treatment** of dysarthria, **and** apraxia, **and** dysphagia.
4. **LIBRARY AND INFORMATION STUDIES:** Effective Fall 2011, change in course numbers as follows:
- a. LIS ~~615~~**610** Collection Management  
b. LIS ~~614~~**627** Humanities Information Sources  
c. LIS ~~612~~**628** Science and Technology Information Sources  
d. LIS ~~613~~**629** Business Information Sources and Services
5. **MUSIC, THEATRE AND DANCE:**
- a. Add **MUS 697d Directed Study in Music: BioMusic** as required research and document for BioMusic PB Certificate Program, effective Fall 2011.
- b. Delete **MUS 507 Modal Counterpoint**, **MUS 531 Classicism and Romanticism in Music: 1750-1850**, and **MUS 534 Music Since 1945** from the *UNCG Graduate Bulletin*, effective Fall 2011.
- c. Remove MUS 507 as a course prerequisite option for MUS 662, effective Fall 2011.
- d. Effective Fall 2011, change in MUS course prefixes as follows:
- (1) ***Music, Theatre and Dance Courses (MTD)***
- (a) **MTD 555 Alexander Technique (3:3)**  
Active and scholarly exploration of the Alexander Technique to unlock creativity, discover freedom and ease in performance, reduce stress and tension throughout the body, and prevent performance related injuries.
- (b) **MTD 589 Experimental Course**
- (c) **MTD 638 Exploring Musical Cultures (1-3)**  
*Pr. consult Director of Graduate Study for specific prerequisites for each trip*  
Music study trips. Offered only in conjunction with a specific trip. May be repeated for credit.
- (d) **MTD 654 Computers in Music Research (3:3)**  
*Pr. 601 or 602*  
Use of computer systems for music research. (Spring)
- (e) **MTD 674 Masterpieces of Musical Styles (3:3)**  
*Pr. music education major, passing score on music history diagnostic test*  
In depth study of five masterpieces of music history selected from a variety of periods.
- (f) **MTD 697 Directed Study in Music (1-6)**  
*Pr. permission of supervising professor; Director of Graduate Study, and Dean*

Supervised advanced research requiring a written document or composition. 697a, Music Education; 697b, Performance, Composition, Theory; 697c, Music History and Literature. (Fall, Spring, and Summer)

- (g) **MTD 711 Experimental Course**
- (h) **MTD 801 Thesis Extension (1-3)**
- (i) **MTD 802 Dissertation Extension (1-3)**
- (j) **MTD 803 Research Extension (1-3)**

(2) **Department of Music Education (MUE)**

- (a) **MUE 589 Experimental Course**
- (b) **MUE 601 Research Methods in Music (3:3)**  
*Pr. graduate music education major or permission of instructor*  
Writing skills, materials, and procedures utilized in music research; measurement, experimental design, theories/ procedures for evaluation, statistics, computer applications, and initiation of scholarly research. Computer fee charged. (Fall and Summer)
- (c) **MUE 605 The Measurement of Musical Behavior (3:3)**  
*Pr. graduate music education major or permission of instructor*  
Review of standardized music tests and an examination of methods for developing tests related to the measurement of musical behavior. (Spring, Summer)
- (d) **MUE 618 Psychology of Music (3:3)**  
The physical and psychological aspects of music involving human behavior. (Fall and Summer)
- (e) **MUE 619 Acoustics of Music (3:3)**  
Designed to develop an understanding of the production, transmission, and reception of musical sounds. (Even Spring)
- (f) **MUE 627 Issues in Multicultural Music Education (3:3)**  
*Pr. admission to a graduate program in music education or permission of instructor*  
Overview of historical, philosophical, cultural, and pedagogical issues in multicultural music education. Emphasis on the development of knowledge that will inform and enhance instructional practice. (Even Spring and Summer)
- (g) **MUE 632 Methods and Materials of Music Reading Instruction (3:2:2)**  
*Pr. graduate music student or K-12 music teacher licensure*  
Overview of methods and materials for music reading instruction. Emphasis on connections between language and music reading. Involves weekly online sessions, individual projects, and two related workshops. (Online Spring)
- (h) **MUE 633 Music for Exceptional Children (3:3)**  
*Pr. 361 or permission of instructor*  
Review of the learning styles of exceptional children and the implications for providing realistic musical activities in the classroom. Emphasis will be placed on developing musical skills with special learners. Non-music majors may enroll. (Even Fall and Summer)
- (i) **MUE 634 Contemporary Trends in Music Education (3:3)**  
Current philosophies and concepts influencing contemporary music education practices, methods, and material. Investigation into social psychology of music as applied to existing music instruction in public schools. (Odd Fall)
- (j) **MUE 645 Teaching Elementary Music: Theory and Practice (3:3)**  
*Pr. music teaching experience in elementary school or the equivalent of 465*  
Emphasis on strategies and materials for developing children's musicianship and problem-solving skills. Consideration of current child development and learning theories to teaching elementary general music. (Odd Spring)
- (k) **MUE 646 Music Experiences: Birth through Kindergarten (3:3)**  
Comprehensive overview of music experiences for children from birth to seven years. Developmentally appropriate teaching materials, methods, approaches, and strategies for preschool caregivers, general educators, and music educators are emphasized. (Odd Summer)

- (l) **MUE 650 Seminar in Music Education (3:3)**  
Salient philosophies, practices, and methods involving music education as considered in a social context; challenges in dealing with elementary and secondary students and opportunities for music education in the community. Individual research project required. (Fall and Summer)
- (m) **MUE 653 Music Supervision (3:3)**  
Philosophical foundations of music education as related to the development of supervisory and administrative programs. Basic concepts of music education and means for evaluation of music education curricula. (Odd Spring and Summer)
- (n) **MUE 656 Advanced Choral and General Music Methods for the Adolescent (3:3)**  
Examination of contemporary research and pedagogy with an emphasis on developing appropriate instructional strategies for use with adolescent students in choral and general music classrooms. (Even Fall)
- (o) **MUE 657 Advanced Instrumental Methods (3:3)**  
Overview of current practice in learning and teaching music with emphasis on the development of practical strategies for implementation within the instrumental music classroom. (Odd Fall)
- (p) **MUE 658 Topics in Music Technology for Educators (1:0:1)**  
Advanced study of music technology with an emphasis on integration into the music classroom. May be repeated when topic varies. (Summer as needed)
- (q) **MUE 659 Philosophy of Music (3:3)**  
*Pr. admission to master's or doctoral program in music*  
Overview of historical and current philosophies of music. Specific applications will be made to various areas of expertise, including music composition, education, history, performance, and theory. (Spring)
- (r) **MUE 678 Orff in the Music Classroom (3:3)**  
*Pr. advanced undergraduate or graduate standing in music or permission of instructor*  
Practical experiences in the Orff-Schulwerk process of music teaching. Recorder proficiency, Orff instrumental technique, and orchestration for Orff instrumentarium are emphasized. Non-music majors may enroll. (Summer as needed)
- (s) **MUE 679 Music Education Workshop (1-3)**  
Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis will vary as announced. May be repeated if topic differs; however, three semester hours are maximum credits allowed in master's and specialists programs. (Graded on S-U basis)
- (t) **MUE 692a,b Portfolio Development in Music Education (1) (1)**  
*Pr. acceptance in MM in music education or permission of instructor*  
Development of a portfolio that reflects the application of course work in music education to classroom teaching. (Fall and Spring online)
- (u) **MUE 697 Directed Study in Music (1-12)**
- (v) **MUE 699 Thesis (1-6)**  
Individual guidance in the development of a specific research problem. (Fall, Spring, and Summer)
- (w) **MUE 701 Research Methods in Music II (3:3)**  
*Pr. 601 and permission of instructor*  
Advanced research methodology and procedures in music education. (Spring as needed)
- (x) **MUE 711 Experimental Course**  
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
- (y) **MUE 750 Doctoral Seminar (3:1:4)**  
*Pr. 601, 650*  
Develop an understanding of functional aspects of teaching in higher education. Assignments in specific areas of professionalism, college curriculum, and research will provide direct experiences. (Spring as needed)

- (z) **MUE 797 Directed Study in Music (1-12)**  
*Pr. permission of supervising professor; Director of Graduate Study, and Dean, School of Music*  
 Supervised advanced research requiring a written document or composition. 797a, Music Education; 797b, Performance, Composition, Theory; 797c, Music History and Literature. (Fall, Spring, and Summer)
- (aa) **MUE 799 Dissertation (1-12)**

(3) **Department of Music Performance (MUP)**

- (a) **MUP 500 Organ Pedagogy (3:3)**  
*Pr. junior, senior, or graduate keyboard major or principal*  
 A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. (Occ)
- (b) **MUP 513 Performance of Art Song Repertoire (1:0:2)**  
*Pr. permission of instructor*  
*May be repeated for credit if topic varies.*  
 Performance-based study of art song repertoire emphasizing stylistic elements. Concentrates on one language or composer each semester, including, but not limited to, German Lieder, French Melodie, American or British song.
- (c) **MUP 521 Song Literature I (3:3)**  
 Survey of non-operatic solo vocal repertoire: Italian (Baroque and Classical), German, Nationalistic, Spanish. Brief historical study of major composers, poets, compositional style, and historical periods. (Fall)
- (d) **MUP 522 Song Literature II (3:3)**  
 Survey of non-operatic solo vocal repertoire: Italian (Romantic and 20th Century), French, British, 20th-Century American. Brief historical study of major composers, poets, compositional style, and historical periods. (Fall)
- (e) **MUP 528 Choral Music since 1750 (3:3)**  
*Pr. 333 or permission of instructor*  
 Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (Even Fall)
- (f) **MUP 541 Principles of Vocal Pedagogy (3:3)**  
*Pr. senior or graduate standing as a voice major or principal or permission of instructor*  
 Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (Fall)
- (g) **MUP 589 Experimental Course**
- (h) **MUP 600 Recital (0)**  
 (Graded on S-U basis) (Fall, Spring, and Summer)
- (i) **MUP 603 String Instrument Pedagogy (3:3)**  
*Pr. bowed string principal or major or permission of instructor*  
 Survey of string teaching philosophies, methods, and materials, and their applications. To include lab experience. (Odd Fall)
- (j) **MUP 604 Woodwind Instrument Pedagogy (3:3)**  
*Pr. 351 performance level or permission of instructor*  
 Survey of various philosophies, methods, and materials utilized in the teaching and performing of woodwind instruments. (Odd Fall)
- (k) **MUP 607 Brass Instrument Pedagogy (3:3)**  
*Pr. 351 performance level or permission of instructor*  
 Survey of various philosophies, methods, and materials utilized in the teaching and performing of brasswind instruments. (Odd Fall)
- (l) **MUP 608 Percussion Instrument Pedagogy (3:3)**  
*Pr. 351 performance level or permission of instructor*

- Survey of various philosophies, methods, and materials utilized in the teaching and performing of percussion instruments. (Even Fall)
- (m) **MUP 609 Jazz Pedagogy (3:3)**  
*Pr. 202, 206 or admission into any UNCG graduate program in music or permission of instructor*  
 Principles of jazz interpretation, improvisation, and arranging. Procedures for organizing and administering jazz programs. Survey of jazz materials. (Even Fall)
- (n) **MUP 610 Lecture-Demonstration (2:1)**  
*Pr. six hours of 551 or 651*  
 A research project leading to a public lecture recital. (Graded on S-U basis) (Fall and Spring)
- (o) **MUP 612 Piano Pedagogy I (3:3)**  
 Survey of current piano teaching philosophies, methods, materials, and their application for private and group instruction. Supervised teaching of beginning piano students. (Fall)
- (p) **MUP 613 Piano Literature I (3:3)**  
 Survey of piano literature from ca. 1760-1825, with a preliminary investigation of music for the other keyboard instruments from the earliest extant sources. (Odd Fall)
- (q) **MUP 614 Piano Literature II (3:3)**  
 Survey of piano literature from ca. 1825 to the present. (Even Spring)
- (r) **MUP 615 Seminar in Nineteenth-Century Piano Literature (3:3)**  
*Pr. graduate keyboard majors or permission of instructor*  
 Study in selected composers or genre of the nineteenth century; historical, stylistic, analytical, and performance practice aspects. May be repeated once for credit when topic varies. (Even Fall, Odd Spring)
- (s) **MUP 616 Techniques of New Music for Piano (3:3)**  
*Pr. 500 level or above in piano, or with permission of instructor*  
 Performance practices in twentieth-century piano music; technical, notational, and rhythmic considerations. (Even Spring)
- (t) **MUP 617 Piano Pedagogy II (3:3)**  
 Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. (Spring)
- (u) **MUP 620 Seminar in Piano (3:3)**  
*Pr. permission of instructor*  
 Study of a particular composer or genre of piano literature emphasizing stylistic features, performance problems, pedagogy, and historical perspectives. Topic to be announced. May be repeated once for credit when topic varies. (Even Fall, Odd Spring)
- (v) **MUP 621 Seminar in Vocal Literature (3:3)**  
*Pr. permission of instructor*
- (w) In-depth study of an area of vocal literature tracing the historical development and performance practice of that area. Topic to be announced. May be repeated once for credit when topic varies.
- (x) **MUP 622 Seminar in Choral Literature (3:3)**  
 In-depth study of a limited area of choral literature, tracing its historical development and performance practice. Topic to be announced. May be repeated once for credit when topic varies.
- (y) **MUP 623 Jazz Arranging I (3:3)**  
*Pr. graduate standing in music or permission of instructor*  
 Beginning study of language and techniques employed in arranging music for various jazz ensembles. (Odd Fall)
- (z) **MUP 624 Jazz Arranging II (3:3)**  
 Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (Even Spring)
- (aa) **MUP 626 Guitar Literature (3:3)**  
 Survey of guitar literature from the Renaissance to the present; detailed study of lute tablatures, instrument construction, and the development of technique. Open to all University students.

- (bb) **MUP 628 Choral Music of the Renaissance and Baroque (3:3)**  
*Pr. 331, 332, or permission of instructor*  
 Survey of choral literature from the early fifteenth century to 1750. (Odd Fall)
- (cc) **MUP 629 Choral Laboratory III (2:1:2)**  
*Pr. admission to graduate program in conducting, or permission of instructor*  
 Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (Fall)
- (dd) **MUP 630 The Study and Pedagogy of Phonetics as Applied to Singing (3:3)**  
*Pr. singing experience in Italian, French, and German*  
 The International Phonetic Alphabet as applied to the singing of English, Italian, German, and French. Emphasis on vocal interpretation of the symbolic language and functional skills of teaching.
- (ee) **MUP 631 Vocal Coaching (1:0:1)**  
*Pr. Permission of Director of Vocal Studies.*  
 Facilitation of progressive development of voice students through advanced and comprehensive study of repertoire and performance practice, focusing primarily on diction, style and interpretation.
- (ff) **MUP 635 Percussion Literature (3:3)**  
 Survey of percussion literature from the Medieval era to the present emphasizing the role of percussion in various musical setting. (Odd Fall)
- (gg) **MUP 636 Band Literature (3:3)**  
 Band literature and the origins of the band emphasizing its important and expanded cultivation during the past century in the United States and Europe. (Odd Spring)
- (hh) **MUP 637 String and Keyboard Chamber Literature (3:3)**  
 Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (Odd Fall)
- (ii) **MUP 639a,b Advanced Conducting (3:3), (3:3)**  
*Pr. 472 or 419; permission of instructor required*  
 Advanced conducting skills including baton technique, score reading, rehearsal techniques, score analysis, repertoire, programming, and interpretation. 639a, Instrumental (Fall); 639b, Choral/instrumental (Summer).
- (jj) **MUP 641 Advanced Vocal Pedagogy (3:3)**  
*Pr. 541*  
 Practical application of proven pedagogical techniques in a supervised teaching situation. (Spring)
- (kk) **MUP 642 Orchestral Reduction Repertory: Vocal Repertoire (1:0:2)**  
*Pr. accompanying or piano performance major*  
 Study and performance of works within the vocal repertoire that have been transcribed from an orchestral, chamber orchestra, or instrumental ensemble to a piano arrangement.
- (ll) **MUP 643 Orchestral Reduction Repertory: Instrumental Repertoire (1:0:2)**  
*Pr. accompanying or piano performance major*  
 Study and performance of works within the instrumental repertoire that have been transcribed from an orchestral, chamber orchestra, or instrumental ensemble version to a piano arrangement.
- (mm) **MUP 663 History of Jazz (3:3)**  
 Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (Even Spring)
- (nn) **MUP 668 Organ Literature (3:3)**  
 Survey of organ literature from sixteenth century to present. Open to all graduate students by permission of instructor.



- (oo) **MUP 670 Woodwind Literature (3:3)**  
Survey of woodwind solo and chamber literature, 17th century to the present; historical perspectives, woodwind genres, performance practice, performances of representative works, and score analysis. (Odd Spring)
- (pp) **MUP 671 String Solo Literature (3:3)**  
Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (Even Fall)
- (qq) **MUP 672 Piano Technique, A Pedagogical Survey (3:3)**  
Chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (Odd Fall)
- (rr) **MUP 673 Brass Solo Literature (3:3)**  
Survey of brass solo literature from the seventeenth century to the present. Emphasis upon historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (Even Fall)
- (ss) **MUP 675 Opera Performance Techniques (2:2:2)**  
*Pr. 375 and/or permission of instructor*  
Techniques for the singer-actor; study of the materials and nature of music theatre; development of skills required in opera/musical theatre. May be repeated once for credit. (Fall)
- (tt) **MUP 683 Instrumental Literature & Performance Practice (3:3)**  
Survey of solo and chamber literature from the 17th century to the present. Emphasis is on historical perspectives, development of instrumental genres, performance practice, listening, and general score analysis.
- (uu) **MUP Directed Study in Music (1-12)**
- (vv) **MUP 703 Research Methods for Performers (3:3)**  
*Pr. admission to the DMA degree program; completion of a 600-level research course at UNCG or equivalent*  
Survey of research methodology and approaches appropriate for doctoral students in performance and preparation for the completion of a DMA dissertation document.
- (ww) **MUP 711 Experimental Course**  
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
- (xx) **MUP 748 Practicum in Instrumental Pedagogy (3:3)**  
*Pr. 651 or higher in performance studies or permission of instructor*  
Provides advanced knowledge of and practical experience in instrumental pedagogy through an interdisciplinary approach in areas of anatomy, physiology, kinesiology, pathology, technology, psychology, and applied performance.
- (yy) **MUP 749 College Teaching: The Tenure Track (3:3)**  
*Pr. admission to a terminal degree program in the School of Music, Theatre, and Dance*  
Issues related to teaching performing arts in higher education. Topics include curriculum design, teaching methods, evaluation, promotion, school/departmental structure, job searching/resume preparation, copyright, publication, etc. (Spring)
- (zz) **MUP 797 Directed Study in Music (1-12)**  
*Pr. permission of supervising professor; Director of Graduate Study, and Dean, School of Music*  
Supervised advanced research requiring a written document or composition. 797a, Music Education; 797b, Performance, Composition, Theory; 797c, Music History and Literature. (Fall, Spring, and Summer)
- (aaa) **MUP 799 Dissertation (1-12)**

### **ENSEMBLES**

Open for credit to all students enrolled in the University. May be repeated for credit.

- (bbb) **MUP 647 Casella Sinfonietta (1:0:1-2)**

- Pr. permission of instructor. Coreq. 691 or 693*  
 Chamber literature for winds, strings and percussion from all eras, including contemporary works for this medium. May be repeated when repertoire varies.
- (ccc) **MUP 648 Chamber Music (1:0:1)**  
*Pr. permission of instructor*  
 Group study and performance of selected chamber music literature/jazz combo literature (non-conducted) with emphasis on development of independent chamber music performance skills. Personnel and repertoire assigned by performance faculty. May be repeated for credit when repertoire varies.
- (ddd) **MUP 676 Period Music Ensembles (1:0:2)**  
*Pr. permission of instructor*  
 Performance of conducted and non-conducted period literature for winds, string, percussion, and voice. May be repeated for credit when different repertoire is selected. (Fall, Spring)
- (eee) **MUP 677 World Music Ensembles (1:0:2)**  
*Pr. permission of instructor*  
 Performance of conducted and non-conducted world music literature. May be repeated for credit when different repertoire is selected. (Fall, Spring)
- (fff) **MUP 680 University Women's Choir (1:0:3)**  
 Choral organization for women's voices. Membership by audition.
- (ggg) **MUP 681a Men's Glee Club (1:0:3)**  
 Choral organization for men's voices. Membership by audition.
- (hhh) **MUP 681b Women's Glee Club (1:0:3)**  
 Choral organization for women's voices. Membership by audition.
- (iii) **MUP 682 University Chorale (1:0:3)**  
 Mixed choral organization of approximately 50 singers. Membership by audition.
- (jjj) **MUP 688 Chamber Singers (1:0:3)**  
 Select mixed vocal ensemble of graduate and advanced undergraduate singers. Membership by audition.
- (kkk) **MUP 691 University Orchestra (1:0:4)**  
 Full symphony orchestra, performing works from the symphonic repertoire of the eighteenth, nineteenth, and twentieth centuries.
- (lll) **MUP 693 University Wind Ensemble (1:0:4)**  
 Performance of selected works for wind ensemble including both original and transcribed literature. Advanced performers only. Membership by audition.
- (mmm) **MUP 694a Symphonic Band (1:0:3)**  
 Performs literature from all eras, including contemporary works for this medium. Open to all University students.
- (nnn) **MUP 694b University Band (1:0:3)**  
 Performs literature from all eras, including contemporary works for this medium. Open to all University students.
- (ooo) **MUP 695a Jazz Ensemble (1:0:3)**
- (ppp) **MUP 695b Jazz Band (1:0:3)**  
 Performance of literature encompassing all of the jazz idioms, with emphasis on contemporary composition. Open to all students by audition and permission of director
- (qqq) **MUP 696 Studio Ensemble (1:0:3)**  
 Participation by audition in studio ensembles appropriate to the individual's performance area. Contact the School of Music for a list of studio ensembles and specific audition requirements. (Fall and Spring)

**(4) Department of Composition, Ethnomusicology, Musicology, and Theory (MUS)**

- (a) **MUS 507 Modal Counterpoint (3:3)**  
*Pr. 202 and 206 or permission of instructor*

- Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (Spring)
- (b) **MUS 508 Tonal Counterpoint (3:3)**  
*Pr. 202 and 206 or permission of instructor*  
 Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. (Fall)
- (c) **MUS 510 Advanced Tonal Analysis (3:3)**  
*Pr. MUS 202 and 206 or graduate standing*  
 Analysis of selected major compositions in the tonal repertoire. Reading and discussion of literature on theoretical concepts and on analysis and interpretation. (Spring)
- (d) **MUS 511 History of Opera (3:3)**  
*Pr. 333 or permission of instructor*  
 Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. (Odd Spring)
- (e) **MUS 525 Overview of Tonal Harmony and Form (3:3)**  
*Pr. permission of instructor*  
 Review of tonal harmony, voice-leading, and form. (Fall)
- (f) **MUS 526 Overview of Western Music History (3:3)**  
*Pr. permission of instructor*  
 Review of western European music history from the Greeks to the present day including the classical art tradition in America. (Spring)
- (g) **MUS 529 Topics in Music before 1600 (3:3)**  
*Pr. MUS 332 or permission of instructor*  
 Examines musical traditions before 1600 beyond the survey level. Topics may include gender/sexuality, geography, institutions, orality, performance practice, print/manuscript culture, and/or religion.
- (h) **MUS 530 Topics in Music from ca. 1600 to 1800 (3:3)**  
*Pr. 332 or permission of instructor*  
 Examines musical traditions ca. 1600–1800 beyond the survey level. Topics include performance practice, nationalism, gender and sexuality, religion, orality/notation, organology, and iconography.
- (i) **MUS 532 Topics in Music of the Long Nineteenth Century (1789-1914) (3:3)**  
*Pr. 333 or permission of instructor*  
 Examines musical traditions ca. 1789–1914 beyond the survey level. Topics may include gender/sexuality, institutions, nationalism, nature, performance practice, and/or religion.
- (j) **MUS 533 Topics in Music of the Long Twentieth Century (1880-present) (3:3)**  
*Pr. 333 or permission of instructor*  
 Examines musical traditions from ca. 1880 to the present beyond the survey level. Topics may include music and the State, gender/sexuality, ethnicity and identity, cultural policy/politics, religion, and/or multimedia.
- (l) **MUS 538 The Symphonic Tradition (3:3)**  
*Pr. 332, 333 or permission of instructor*  
 Advanced study of symphonic styles and techniques from Baroque era to present. (Even Spring)
- (m) **MUS 550 \*Electronic Music (3:2:2)**  
 Introductory course in electronic composition. Lecture and laboratory experience. (Fall & Spring) (Same as MUS 350)
- (n) **MUS 566 Orchestration (3:3)**  
 Advanced techniques in instrumental scoring for large ensembles such as orchestra, wind ensemble, and jazz ensemble. Historical and stylistic analysis of the art of orchestration. Additional practical exercises in scoring and arranging for small and large ensembles. (Fall)
- (o) **MUS 602 Seminar in Music Research and Writing (3:3)**

- Musical bibliography encompassing a range of print and electronic sources and databases. Methods for researching and writing about music, including research papers, music criticism, and other genres. Computer fee charged. (Fall, Spring)
- (p) **MUS 606 Seminar in Music History (3:3)**  
*Pr. 602 (601) or permission of instructor*  
 Selected compositions, including contemporary writings about musical culture with reference to the composers. May be repeated once for credit when topic varies. (Fall, Spring, and Summer)
- (q) **MUS 611 Seminar in Musical Analysis (3:3)**  
*Pr. graduate standing in music*  
 Analysis of selected compositions representative of one style period of Western music. May be repeated once for credit when topic varies. (Fall, Spring, and Summer)
- (r) **MUS 625 Music and Culture of Sub-Saharan Africa (3:3)**  
 Traditional and popular musics in Africa in relationship to social and historical contexts; topics include regional styles, performers' roles, instruments, concepts and uses of music, and performance contexts.
- (s) **MUS 631 Selected Topics in Ethnomusicology (3:3)**  
*Pr. 602*  
 Music traditions and current issues in the field of ethnomusicology. Topics may focus on geographical areas or theoretical/methodological issues. May be repeated for credit when topic varies.
- (t) **MUS 640 Electroacoustic Music Composition (3:3:3)**  
*Pr. 350, 550, or permission of instructor*  
 Further exploration of compositional concepts dealing with MIDI, sound synthesis, multitracking, and recording techniques. Emphasis on live, interactive electronic music resources including Max/MSP, C-Sound, Reaktor, and others. (Spring)
- (u) **MUS 644 Pedagogy of Music Theory (3:3)**  
*Pr. graduate standing in music*  
 Survey of philosophies, curricula, course content, and teaching approaches for undergraduate courses in music theory and aural skills. (Even Fall)
- (v) **MUS 660 Theory and Analysis of Rhythm (3:3)**  
 Survey of theories and analytical approaches regarding the temporal organization of music. (Odd Fall)
- (w) **MUS 662 Schenkerian Analysis (3:3)**  
*Pr. 507 or 508 or equivalent*  
 Theories and analytical methods of Heinrich Schenker as applied to masterworks of the tonal repertory. Selected readings from Schenkerian literature. (Spring)
- (x) **MUS 664 Post-Tonal Theory (3:3)**  
 In-depth study of theoretical and analytical approaches to post-tonal music. Readings, analyses, papers, and presentations required. (Even Fall)
- (y) **MUS 687 Aural and Keyboard Skills for Music Theory (1:5:3)**  
*Pr. admission to the master's degree program in music theory or the certificate program for music theory pedagogy*  
 Instruction and practice leading to the development of aural and keyboard skills sufficient for instructors of music theory and ear training. May be repeated for credit.
- (z) **MUS 689 Practicum in Teaching Music Theory and Musicology (1:0:2)**  
*Pr. admission to the certificate program in music theory pedagogy or in musicology*  
 Supervised teaching of basic music theory and aural skills, music history, music appreciation, or world music.
- (aa) **MUS 690 Readings in Music Theory (3:3)**  
*Pr. 602*  
 Survey of the evolution and present state of the discipline of music theory. (Fall and Spring)

- (bb) **MUS 698 Document in Music Theory (1)**  
Development of research topic in music theory to publication stage. May be repeated for credit. (Fall and Spring)
- (cc) **MUS 699 Thesis (1-6)**  
Individual guidance in the development of a specific research problem. (Fall, Spring, and Summer)
- (dd) **MUS 702 Musicological Research for Performers (3:3)**  
*Pr. 602 or equivalent*  
Research problems and methodologies for doctoral-level performing musicians. Computer fee charged. (Spring)
- (ee) **MUS 711 Experimental Course**  
This number reserved for experimental courses. Refer to the Course Schedule for current offerings.
- (ff) **MUS 797 Directed Study in Music (1-12)**  
*Pr. permission of supervising professor; Director of Graduate Study, and Dean, School of Music*  
Supervised advanced research requiring a written document or composition. 797a, Music Education; 797b, Performance, Composition, Theory; 797c, Music History and Literature. (Fall, Spring, and Summer)
- (gg) **MUS 799 Dissertation (1-12)**

6. SPECIALIZED EDUCATION SERVICES: Effective Fall 2011, change in course titles, numbers and/or prerequisites as follows:

- a. ~~SES 656 Methods for Teaching Students With Learning Disabilities~~ **Instruction for Students With High-Incidence Disabilities (3:3)**  
*Pr. or coreq. 655*  
Addresses broad array of instructional strategies for working with students with ~~learning~~ **high-incidence** disabilities using a clinical teaching model. Academic and social skills ~~are~~ **are** addressed as are learning strategies.
- b. ~~SES 658 Methods for Teaching Students With Behavior/Emotional Disabilities~~ **Positive Behavior Supports for High-Incidence Disabilities (3:3)**  
*Pr. or coreq. 657*  
Addresses broad array of ~~evidence-based positive behavioral-instructional~~ **evidence-based positive behavioral** instructional strategies for working with students with ~~behavior/emotional~~ **high-incidence** disabilities using contemporary educational and therapeutic practices to address ~~instructional as well as~~ social/emotional needs.
- c. ~~SES 601 Programs and Policies in Early Intervention~~ **Introduction to Inclusive Birth-Kindergarten Services (3:3)**  
~~Issues, trends, and policies in early intervention as relates to programs for infants and young children with disabilities; legislation, service delivery models, policy issues, family roles, and research outcomes.~~  
**Introduction to issues and policies in inclusive birth through kindergarten programs. Legislation, service delivery models, policy issues, family roles, and research outcomes will be discussed.**
- c. ~~SES 603 Preschool Disabilities Assessment and Evaluation~~ **Screening/Assessment in Inclusive Early Childhood Services (3:3)**  
*Pr. SES 601, ERM 604, HDF/SES 606 or permission of instructor*  
Conceptual knowledge and practical application of ~~screening and~~ **screening and** assessment techniques and procedures for infants, toddlers, ~~and preschoolers, and kindergartens with disabilities.~~ **Report writing, IFSPs, IEPs, family assessment, and Introduction to program evaluation in early intervention programs are included.**
- d. ~~HDF/SES 633 Advanced Curriculum in Early Childhood Educational Theory and Practices (3:3)~~  
*Pr. HDF/SES 425 or HDF/SES 435 or permission of instructor* **HDF/SES 606**  
Examination of current curriculum approaches in early childhood programs. Theoretical and developmental foundations of these approaches, accepted early childhood classroom practices, research in curriculum effectiveness ~~will be researched and critiqued.~~ **Examination of theoretical and developmental foundations of early childhood curriculum approaches, including critique of accepted early childhood**

practices, action research, and published research in curriculum and program effectiveness. (formerly HDF 609/633)

7. **TEACHER EDUCATION HIGHER EDUCATION:** Effective Fall 2011, change in course titles, numbers and/or prerequisites as follows:
- a. **HED 607 Adult Learning and College Teaching and Pedagogy (3:3)**  
Alternative teaching models: their nature, curriculum foundations, relationship to the adult learner, analysis, and evaluation. Research on teaching and issues in faculty evaluation. Philosophical and epistemological paradigms of university and community college teaching will be investigated. Traditional and alternative forms of pedagogy will be evaluated for their impact on successful college student experiences.
  - b. **TED 551 Teaching Practices and Curriculum in English (3:3:2)**  
*Pr. TED 450, TED 545 and admission to teacher education. ~~Coreq. or pr. 470, or permission of instructor. Required of student teachers in English~~*  
Designed to acquaint prospective teachers with modern concepts and practices in English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening.
  - c. **TED 552 Teaching Practices and Curriculum in Foreign Language (3:3:2)**  
*Pr. TED 450, TED 545 and admission to teacher education. ~~Coreq. or pr. 470, or permission of instructor. Required of student teachers in foreign languages~~*  
Designed to acquaint second language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials.
  - d. **TED 553 Teaching Practices and Curriculum in Social Studies (3:3:2)**  
*Pr. TED 450, TED 545 and admission to teacher education. ~~Coreq. or pr. 470, or permission of instructor. Required of student teachers in social studies~~*  
Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation.
  - e. **TED 559 Teaching Practices and Curriculum in Science (3:3:2)**  
*Pr. TED 450, TED 545 and admission to teacher education. ~~Coreq. or pr. 470, or permission of instructor. Required of student teachers in science~~*  
Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects.
  - f. **TED 561 Nature of Science/Science Education, Technology & Society (3:3)**  
Study of nature of science encompassing literature from history, philosophy and sociology of science (~~science and technology studies~~). Includes discussion of this literature's influence on school science curriculum and instruction. **May be repeated for credit when topic varies.**
  - g. **TED 623 Environmental Education in the K-12 Classroom (3:3)**  
*Pr. TED 545, 669, ERM 605, or permission of the instructor*  
Teachers will design, conduct and evaluate environmental education activities ~~in their K-12 classrooms~~. Course activities partially fulfill requirements for North Carolina environmental education licensure certification. Weekend field trip is required. **May be repeated for credit when topic varies.**
  - h. **TED 632 Science Education: Trends in Teaching Practices and Curriculum in Secondary School Science (3:3)**  
*Pr. permission of the instructor*  
~~Curriculum developments in biology, chemistry, physics, and earth science at the secondary school level. New approaches to teaching learning, problem solving, discovery methods of learning, concept learning, and learning by inquiry.~~ **Application of reform efforts in the sciences with attention given to eco and social justice perspectives.** May be repeated once for credit when topic varies.

#### **ROUTINE CHANGES (TABLED)**

**~~CNR-675~~CNR/HDF 621 Family Conflict Resolutions (3:3)**

## **NEW/AMENDED COURSE PROPOSALS**

### **The following courses were approved:**

MBA 733 International Marketing Management (*Summer 2011*)  
MUS 697d Directed Study in Music: BioMusic (*Fall 2011*)

### **The following courses were approved (with minor revisions):**

CED 689 Global Perspectives in Counseling (*Spring 2012*)  
CED 777c Professional Orientation, Ethics and Advocacy in Counselor Education (*Fall 2011*)  
CED 779 Advanced Counseling Practicum (*Fall 2011*)  
CNR 602 Professional Seminar I: Practice  
CNR 607 Professional Seminar II: Research  
CNR 618 Qualitative Research Design in Conflict Prevention and PeaceBuilding Programs  
CNR 626 Conflict Resolution in Higher Education  
CNR 631 Crisis Management: Response and Resolution  
CNR 635 Program Evaluation in Conflict and Social Sciences  
CNR 645 Conflict Practice  
CNR 676 Peace Development and Community Building  
CNR 677 Advocacy Theory and Practice  
CNR 683 Social Violence: A Systemic View  
CST 520 African American Culture and Identity (*Fall 2011*)  
DCE 654 P-12 Dance Education: Technique and Performance (*Spring 2012*)  
ENG/ENT 535 Entrepreneurship and Independent Press Publishing (*Spring 2012*)  
HDF 636 Leadership & Mentoring in Educating Young Children (*Fall 2011*)  
HDF 650 Theory & Research in Early Childhood Development (*Spring 2012*)  
HDF/SES 606 Teaching Methods in Inclusive Early Childhood Settings (*Spring 2012*)  
ISM/ENT 672 Web Programming (*Fall 2011*)  
LIS 644 Digital Libraries (*Fall 2011*)  
MUS 551, 552, 651, 652, 751 Performance Studies (*Fall 2011*)  
MUS 667 BioMusic: Grounding and Practice (*Fall 2011*)  
MUS 683 Instrumental Literature & Performance Practice (*Fall 2012*)  
NAN 604 Nanotechniques (*Fall 2011*)  
NAN 698 Professional MS in Nanoscience Internship (*Fall 2011*)  
NAN 740 Nonlinear Waves in Biological Excitable Media (*Fall 2011*)  
NAN 745 NanoImaging (*Fall 2011*)  
NAN 750 Nanomedicine (*Fall 2011*)  
NAN771 Computational Quantum Nanochemistry (*Spring 2012*)  
PSY 721 Teaching of Psychology (*Fall 2011*)  
PSY 745 Multicultural Issues in Clinical Psychology (*Fall 2012*)  
SES 602 Inclusive Family-Centered Practices in Early Childhood (*Spring 2012*)  
SES 604 Internship in Inclusive Early Childhood (*Spring 2012*)  
SES 657 Characteristics of Students With High-Incidence Disabilities (*Fall 2011*)

### **The following courses were tabled:**

AFS 554 Black Populism in the New South (*Fall 2011*)  
CSD 636 Prevention, Assessment, and Intervention of Communication Disorders: Birth-5 (*Fall 2011*)  
DCE 655 P-12 Dance Education: Choreography (*Fall 2012*)  
DCE 656 P-12 Dance Education: Critical Thinking/Literacy (*Spring 2013*)  
ENT/MUS-MUP 661 Entrepreneurial Career Development in Music (*Fall 2011*)  
NAN 770 Special Topics in Nanoscience (*Fall 2011*)  
ROM 512 Teaching Second Languages in K-12 (replaces current TED 552 and TED 527)  
ROM 519 Second Language Acquisition  
TED 645 Critical Perspectives on English Language Arts (*Spring 2012*)  
TED 695 Youth Literacies: Advanced Topics in Literacy Education (*Spring 2012*)

## **PROGRAM REVISIONS**

**The following were approved:**

1. **AFRICAN AMERICAN STUDIES**: Effective Spring 2011, revisions to **Post-Baccalaureate Certificate in African American Studies** [*retroactive for students entering UNCG Fall 2009 or later*].
  - No change in number of hours required.
  - New electives added: AFS 650 Topics in African American Gender Studies; AFS 652 Topics in Black Performance Studies; and, AFS 653 Perspectives on African American Culture and Experience.
2. **COMPUTATIONAL MATHEMATICS**: Effective Fall 2011, revisions to **Ph.D. in Computational Mathematics**, *retroactive for all doctoral students*.
  - No change in total program hours.
  - With approval of DGS, up to 18 hours of appropriate courses from UNCG's MA in mathematics program or from a comparable master's program may be accepted and counted towards the 48 hours of coursework required in the 60-hour doctoral program.
3. **CONSUMER, APPAREL, AND RETAIL STUDIES**: Effective Fall 2011, revisions to required core courses for **Ph.D. in Consumer, Apparel and Retail Studies**.
  - No change in total program hours.
  - Include CRS 662 Behavior of Soft Lines Consumers (3) and RCS 682 Graduate Seminar (1) as required core courses.
  - Remove CRS 700 Seminar in Consumer Apparel and Retail Studies (1) and CRS 720 The Social Psychology of Consumption (3) from the core courses.
4. **CONFLICT STUDIES AND DISPUTE RESOLUTION** (effective Fall 2011):
  - Change interdisciplinary program name from **Conflict Studies and Dispute Resolution** to **Conflict and Peace Studies** [*change in Major name, from Master of Arts in Conflict Studies and Dispute Resolution to Master of Arts in Conflict and Peace Studies*];
  - Total number of semester hours required for major increased from 36 to 39;
  - CNR 660 and 670 being eliminated with content combined into CNR 683 Social Violence: A Systemic View to reduce redundancy
  - CNR 611 being eliminated with content combined into CNR 601 The Cultural Dimensions of Conflict and CNR 676 Peace Development and Community Building to reduce redundancy
  - a. Effective Fall 2011, **Service Learning Designation added to:**
    - CNR 600 Fundamentals of Conflict Resolution and Peace Studies (SVL)
    - CNR 601 Cultural Dimensions of Conflict Resolution and Peace Studies (SVL)
    - CNR 690 integrative Colloquium (SVL)
  - b. **New concentrations added:**
    - Professional Conflict Practice
    - Education
    - International Peace Development
5. **COUNSELING AND EDUCATIONAL DEVELOPMENT** : Effective Fall 2011, revisions to **Ed.D./Ph.D. Counseling and Counselor Education program** [*retroactive for students entering UNCG Fall 2010 or later*].
  - Total number of hours required for major increased from 60 hours to 82-88;
  - Expanding the one research methodology course (CED 778B) to two courses (CED 777B and CED 777D); reordering the sequence of the content in those classes;
  - Adding doctoral clinical practicum (CED 779), leadership in counseling and counselor education (CED 760B), research apprenticeship (CED 720A and CED 720B);



- Collapsing various theory courses (i.e. individual counseling theories, career counseling theories) into a two-semester sequence (Counseling Theories and Research 1 and 2), adding multicultural counseling theories, and changing the focus to critical review of the evidence for their effectiveness, methodological issues, etc.;
  - Changing internship requirements from two semesters of clinical internship to at least one semester each of clinical internship (CED 780A), teaching (CED 757), and clinical supervision (CED 781B);
  - Dropping requirement of environmental emphasis course;
  - Deleting co-requisite practicum for CED 756 and CED 760;
  - Changing credit hours of some courses from 3 to 2 hours;
  - Professional Core hours changed from 15 hours to 19 hours;
  - No change in Cognate hours (12);
  - Deletion of Specialized and Environmental Curriculum Studies (minimum of 3 hours);
  - Increase Supervised Practica and Internships from 12 hours to 15 hours;
  - No change in Dissertation hours (12);
  - Increase Research Techniques from 15 hours to 24 hours.
6. **MATHEMATICS AND STATISTICS:** Effective Fall 2011, revision in **Doctor of Philosophy in Computational Mathematics** (*postponed from 1/21/11 Curriculum Subcommittee meeting*)
- No change in total program hours.
  - With approval of DGS, up to 18 hours of appropriate courses from UNCG's MA in mathematics program or from a comparable master's program may be accepted and counted towards the 48 hours of coursework required in the 60-hour doctoral program.
7. **MEDIA STUDIES:** Effective Fall 2011, revision in **MFA in Drama (Film and Video Concentration)**
- Reduce semester hours required for degree from 60 to 48 semester hours
  - Revised required courses
  - New/revised admission requirements
8. **MUSIC, THEATRE AND DANCE:** Effective Fall 2011, change from **Post-Master's Certificate in Ethnomusicology** to **Post-Baccalaureate Certificate in Ethnomusicology**. [*Approved with minor revisions*]
- No change in program hours;
  - Opening certificate to post-baccalaureate students would increase the size of the program and provide students with global breadth and awareness of multiple music traditions.
9. **MUSIC, THEATRE AND DANCE:** Effective Fall 2011, concentration changes for **Master of Music in Music Performance**.
- a. **Accompanying Concentration:** [*approved with minor revision*]
- Change concentration name to **Accompanying & Piano Chamber Music**
  - Increase the minimum number of hours from 32 to 33 – 21 hours of “Courses in the Major” and 12 hours of “Courses in Support of the Major.”
  - Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - MUS 511, 521, 620, 621, 637, 683, and 697 added as courses in support of the major
- b. **Conducting (Choral) Concentration**
- Increase the minimum number of hours from 32 to 33 – 17 hours of “Courses in the Major” and 12 hours of “Courses in Support of the Major,” and 3 hours of Electives.
  - Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - Delete MUS 606 as optional “core” course in support of the major

- c. **Keyboard Concentration**
- Separate concentration – add concentration name as **“Piano”**
  - No change in the minimum number of hours (32)
  - Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - Add MUS 612 as “Course in the Major”
  - Delete MUS 611, 628, 660, 662, and 664 as optional “core” courses
  - Delete MUS 514 as option under Ensemble
- d. **Keyboard Concentration** [additional]
- Separate concentration – add concentration name as **“Organ”**
  - Increase the minimum number of hours from 32 to 34 – 17 hours of “Courses in the Major” and 17 hours of “Courses in Support of the Major”
  - Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - Add MUS 500 as a required course under “Courses in the Major”
  - Add MUS 507, 508, 510, 613, 629, and 668 as options under “Courses in Support of the Major”
  - Delete MUS 601, 611, 628, 660, 662, and 664 as optional “core” courses
  - Delete MUS 514 as option under Ensemble
- e. **Piano Pedagogy Concentration**
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - No change in the minimum number of hours (32) – 20 hours of “Courses in the Major” and 12 hours of “Courses in Support of the Major.”
  - Delete MUS 606, 611, 615, 620, 660, 662, and 664 as optional “core” courses
  - Add MUS 609, 632, 644, and 645 to optional courses under Pedagogy
- f. **String, Wind, Percussion Concentration** [*Approved with minor revisions*]
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - No change in the minimum number of hours (32) – 17 hours of “Courses in the Major,” 12 hours of “Courses in Support of the Major,” and 3 hours of Electives.
  - Delete MUS 606, 611, 628, 660, 662, and 664 as optional “core” courses
  - Delete MUS 635, 636, 637, 670, 671, and 673 under “area” courses
- g. **Vocal Pedagogy Concentration**
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - No change in the minimum number of hours (35) – 19 hours of “Courses in the Major,” 12 hours of “Courses in Support of the Major,” and 4 hours of Electives.
  - Add MUS 647 Vocal Coaching
- h. **Voice Concentration**
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
  - Change concentration name to “Voice Performance Concentration”
  - No change in the minimum number of hours (32) – 16 hours of “Courses in the Major,” 12 hours of “Courses in Support of the Major,” and 4 hours of Electives.
  - Add MUS 647 Vocal Coaching
- i. **Multiple Woodwinds Concentration** [*Approved with minor revisions*]
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency

- Change concentration name to “Multiple Woodwinds
- No change in the minimum number of hours (32-35 hours) – 20 hours of “Courses in the Major” and 12 hours of “Courses in Support of the Major.”
- Add MUS 553 and 683
- Delete MUS 601, 602, 604, 606, 611, 660, 662, 664, and 670

10. MUSIC, THEATRE AND DANCE/MUSIC PERFORMANCE: Effective Fall 2011, revisions to **Master of Music in Music Performance, Instrumental Conducting Concentration**

- No change in minimum number of hours from (32) – 15 hours of “Courses in the Major” and 12 hours of “Courses in Support of the Major,” and 5 hours of Electives.
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
- Delete MUS 601, 602, 606, 611, 662, and 664 as “core” courses, but remain as optional in support of the major.
- Delete Keyboard Secondary 553 requirement.

11. MUSIC, THEATRE AND DANCE/MUSIC PERFORMANCE: Effective Fall 2011, revisions to **Master of Music in Music Performance, Early Keyboard Instruments Concentration**

- No change in minimum number of hours from (32) – 16 hours of “Courses in the Major,” 12 hours of “Courses in Support of the Major,” and 4 hours of Electives.
- Change in terminology for “core” courses to “Courses in the Major” and “Courses in Support of the Major” to be more in line with NASM accrediting agency
- Delete MUS 664 as “core” course
- Add MUS 508 and 530 as “Courses in Support of the Major.”

12. SPECIALIZED EDUCATION SERVICES (SES): Effective Fall 2011, revisions to **M.Ed. in Special Education: General Curriculum** (for students without undergraduate degree in special education):

- Advanced licensure in LD/BED no longer required
- Required semester hours reduced from 39 to 33
- Students required to take SES 658 Positive Behavior Supports for High-Incidence Disabilities

13. SPECIALIZED EDUCATION SERVICES (SES): Effective Fall 2011, revisions to **M.Ed. in Special Education: General Curriculum** (for students with undergraduate degree in field of education other than special education):

- Advanced certification in LD/BED no longer required
- Required semester hours reduced from 39 to 30
- Students required to take SES 645 Advanced Seminar in Exceptional Individuals
- Optional 9-hour Focus of Study in High-Incidence Disabilities (Learning Disabilities, Emotional/Behavioral Disorders and Mild Intellectual Disabilities combined)

14. TEACHER EDUCATION AND HIGHER EDUCATION (TEHE): Effective Fall 2011, revisions to M.Ed. in Curriculum and Instruction, Teacher Leadership Track in various Concentrations

- Change to **M.Ed. in Teacher Education**, various concentrations in Teacher Leadership Track to include these 9 programs of study:
  - a. Elementary Education K-6 – Teacher Leadership Track
  - b. Teaching English as a Second Language (TESOL) – Teacher Leadership Track
  - c. Reading Education K-12 – Teacher Leadership Track
  - d. Elementary Mathematics Education – Teacher Leadership Track
  - e. Middle/Secondary English Language Arts – Teacher Leadership Track
  - f. Middle/Secondary Mathematics Education – Teacher Leadership Track
  - g. Middle/Secondary Science Education – Teacher Leadership Track
  - h. Middle/Secondary Social Studies Education – Teacher Leadership Track

- i. Instructional Technology – Teacher Leadership Track
- Required semester hours revised for each program, from current 39 hours for all to:
  - a. 33 hours for Elementary Education K-6 – Teacher Leadership Track
  - b. 36 hours for Teaching English as a Second Language (TESOL) – Teacher Leadership Track
  - c. 39 hours for Reading Education K-12 – Teacher Leadership Track
  - d. 33 hours for Elementary Mathematics Education – Teacher Leadership Track
  - e. 36 hours for Middle/Secondary English Language Arts – Teacher Leadership Track
  - f. 33 hours for Middle/Secondary Mathematics Education – Teacher Leadership Track
  - g. 33 hours for Middle/Secondary Science Education – Teacher Leadership Track
  - h. 36 hours for Middle/Secondary Social Studies Education – Teacher Leadership Track
  - i. 33 hours for Instructional Technology – Teacher Leadership Track

15. MUSIC, THEATRE AND DANCE: Effective Fall 2011, revisions to **MFA in Dance, Choreography**

**Concentration**

- No change in total program hours.
- Deletion of DCE 546 and DCE 557 as courses are no longer offered;
- MFA students required to take DCE 661 (and DCE 662) as pedagogy requirement.

16. MUSIC, THEATRE AND DANCE: Effective Spring 2011, revisions to **MA in Dance, Theories and Practices Concentration** [*retroactive for students currently enrolled*].

- No change in total program hours.
- Add DCE 663 PreK-12 Dance Education Practicum as an option for culminating project.

17. Post-Baccalaureate Licensure – Standard Professional I Licensure in Dance

**PROGRAM REVISIONS (TABLED)**

DANCE: Effective Fall 2011, revisions to **MA in Dance, Dance Education Concentration** [*retroactive for students entering in Summer 2010*].

- No change in total program hours.
- Deletion of DCE 657 Advanced Methods in P-12 Dance Education (3:3) and replace with three new 1-hour courses (DCE 654, DCE 655, and DCE 656).

**REPORT OF THE POLICIES AND PROCEDURES SUBCOMMITTEE – DR. CARROLL**

Dr. Carroll presented two proposed policy revisions for member review and approval. The first clarifies academic dismissal **from the program** for graduate students who fail the preliminary or comprehensive exams/capstone experience twice. The second specifies that **each application to The Graduate School will result in one admission decision**. Upon motion duly made and seconded, the revisions were approved as follows:

1. Add the following sentence at the beginning of the Application section on page 11 of *The Graduate School Bulletin*: “Each application to The Graduate School results in one admissions decision.”
2. Insert the following at the end of Regulations for Master’s Degrees, Capstone Experience (page 20 of *The Graduate School Bulletin*): “from the program.”
3. Insert the following at the end of Regulations for Doctoral Degrees, Preliminary Examination (page 25 of *The Graduate School Bulletin*): “from the program.”

**REPORT OF THE STUDENT AFFAIRS SUBCOMMITTEE – DR. MAZGAJ**

No report.

**REPORT OF THE SENATE REPRESENTATIVE – DR. JACKSON**

No report.

**ADJOURNMENT**

With no further business, the meeting adjourned.