

Graduate Council Meeting
Wednesday, November 9, 2022
3:30 p.m.
(The Bylaws prohibit representation by proxy.)

AGENDA

I. Reading, Correction and Approval of Minutes
(September 21, 2022)

II. Graduate Council Committee Reports

A. Appeals Committee
Committee Report (Ed Kellough)

B. Program Committee
Committee Report (Jill Anderson)

- Action Item: From the Mary Francis Early College of Education, a proposal to create an online Master of Arts in Teaching (MAT) in Special Education-General Curriculum.
- Action Item: From the Warnell School of Forestry and Natural Resources, a proposal for a new Area of Emphasis for the Master of Science degree in Policy and Sustainability.
- Action Item: From the Franklin College of Arts and Sciences, a proposal for a Graduate Certificate in Music Recording (Classical).
- Action Item: From the Franklin College of Arts and Sciences, a proposal for a Graduate Certificate in Suzuki Violin Pedagogy.

C. Policy and Planning Committee
Committee Report (David Peterson)

III. Old Business

A. No old business.

IV. New Business

A. No new business.

V. Information Items

A. Curriculum Report: The Graduate School has approved 47 new courses, 26 course revisions, and 4 deletions.

B. Next meeting: Wednesday, January 18, 3:30pm, 327 Brooks Hall/Zoom.


VI. Adjourn



Mary Frances Early College of Education

Office of Academic Programs

TO: Dr. Ron Walcott, Vice Provost for Graduate Education & Dean of the Graduate School
Fiona Liken, Associate Vice President for Instruction and Registrar

FROM: Dr. Stacey Neuharth-Pritchett, Senior Associate Dean for Academic Programs


DATE: September 29, 2022

RE: Special Education (General Curriculum) MAT Proposals

Please find attached the following proposals from the Department of Communication Sciences and Special Education.

- Proposal to offer the Special Education MAT (General Curriculum) Online
- Special Education MAT (General Curriculum) Program of Study Change

The College of Education's Curriculum Committee approved these proposals September 28, 2022.



**Mary Frances Early
College of Education**

*Department of Communication
Sciences and Special Education*

UNIVERSITY OF GEORGIA

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September 20, 2022

To Whom It May Concern:

The rationale for proposed changes to the **Master of Arts in Teaching in Special Education (General Curriculum) and Online Master of Arts in Teaching in Special Education (General Curriculum)** are as follows:

1. The existing program should be modified to include coursework that better reflects the skills needed by certified Special Educators. In the existing program of study, courses related to the development of legal documentation of services for students with disabilities and collaborating with the families of students with disabilities are not included. The proposed program reflects the addition of these topics in EDSE 6040(E) and EDSE 6070(E).
2. Applications to the program are low. Restructuring the program in a manner that better meets the needs of recent applicants could assist in increasing enrollment. Recent applicants are generally working in Georgia P-12 special education classrooms as teachers-of-record on provisional teaching certificates. These non-traditional applicants may need and prefer flexible online course options to meet their needs as working professionals.
3. The existing program is time intensive, and it requires students to complete the program across five semesters that span two full P-12 school years. The proposed program reduces the overall program duration to four semesters that span just one P-12 school year.

All General Curriculum Special Education faculty members have reviewed the proposed program, and all have agreed that the recommended changes to the existing program may serve to solve for the issues listed above. The faculty of the General Curriculum Special Education program concur that the proposed program changes should move forward.

Sincerely,

Bethany Hamilton-Jones

Bethany Hamilton-Jones, Ph.D.

Clinical Professor and Department Head

PROPOSAL FOR AN ONLINE PROGRAM

Date: 9/12/2022

College/School: **Mary Frances Early College of Education**

Department/Division: **Communication Science & Special Education**

Program (Major and Degree): **Special Education-General Curriculum-Master of Arts in Teaching (MAT)**

Will any approved areas of emphasis be offered under this major? **Yes, General Curriculum and the Graduate Certificate in Dyslexia is embedded in it.**

Proposed Effective Date: **Summer 2022**

The proposal for an online program must include a brief narrative that addresses the following points:

1. Assessment

The existing pool of qualified applicants for the MAT in General Curriculum Special Education is low. One of the purposes of gaining approval as a fully online program is to increase the attractiveness of the program to teachers who are working on provisional certificates, and who need to be enrolled in a teacher certification program to earn full licensure.

2. Admission Requirements

All requirements for admission to an Online MAT in General Curriculum Special Education will be the same as those for the existing on-campus MAT in General Curriculum Special Education.

3. Program Content

The basic curriculum of the Online MAT in General Curriculum Special Education will be equivalent to the curriculum of the existing on-campus MAT in General Curriculum Special Education. The only difference that exists is that some of the online offerings in the Online MAT will be offered as on-campus courses. The criteria for electives or substitutions for specific requirements will be equivalent online.

4. Student Support Services

Advising services will be provided by Special Education program faculty. Each online MAT student will be assigned a faculty advisor, and they will meet regularly with that advisor either on-campus or through the use of virtual meeting platforms. Additionally, each graduate student in the Online GC Special Education MAT program will have access to technological services and supports through the Office of Instructional Technology within the COE. The COE Office of Academic Programs will provide resources to assist online MAT students with career development. Like all students at the university, students will have access to college-wide resources like the Office of Financial Aid and Student Care and Outreach. Last, online MAT

students with disabilities can register and be assigned a counselor within the Disability Resource Center.

5. Resident Requirements

Residence requirements for students in the Online MAT in General Curriculum Special Education will be identical to those established for students in the existing on-campus MAT in General Curriculum Special Education with residence within the state of Georgia serving to meet that requirement.

6. Program Management

The Special Education Program Director with the support of the staff Program Coordinator will serve to maintain program processes and procedures. Additionally, Special Education faculty serving as advisors to students in the online program will provide support for program maintenance. Special Education faculty who are serving as instructors of online course offerings will maintain curricular and instructional quality. Monthly program meetings will allow faculty to collaborate and continuously evaluate program needs. Annual review of program Student Learning Objectives will allow faculty to further assess student success and program effectiveness. The deadline for applying to the Online MAT in General Curriculum Special Education is April 1*, and students will matriculate in the summer semester only. The duration of the 36-credit hour program is four semesters (summer 1, fall 1, spring 1, and summer 2). The anticipated start semester is Summer 2023. There is no duplicate program in this area.

Prerequisites and Co-Requisites

*Required for all online MAT General Curriculum Students
EDSE 2000E (3) Survey of Special Education (or transfer equivalent)*

Program of Study – 36 Hours

Summer 1: 9 credits

*EDSE 7120E (3) Dyslexia and Other Learning Disabilities
EDSE 6070E (3) Classroom and Behavior Management for Individuals with Disabilities
EDSE 7150E (3) Designing Reading Interventions for Special Education*

Fall 1: 9 credits

*EDSE 7440E (3) Practicum in Special Education
EDSE 7220E (3) Instruction of Students with High-Incidence Disabilities
EDSE 7020E (3) Assessment of Students with Dyslexia and Other Learning Disabilities*

Spring 1: 9 credits

EDSE 7460E (3) Internship in Special Education
EDSE 6040E (3) Contemporary Issues in Special Education
EDSE 7250E (3) Assessment and Intervention for Struggling Writers

Summer 2: 9 credits

EDSE 7770E (3) Practicum in Intensive Reading Intervention
EDSE 7050E (3) Positive Behavior Supports
EDSE 7400E (3) Collaboration Among Families and Professionals

7. Library and Laboratory Resources

Online UGA library resources already exist that are adequate to support this program. No laboratory is needed.

8. Budget

There are no foreseeable start-up costs to establishing a fully Online MAT in General Curriculum Special Education as a counterpart to the existing on-campus MAT in General Curriculum Special Education. The reason for this is that all required courses in the existing on-campus MAT in General Curriculum Special Education are currently offered in an online format, and those courses are generally operating below full capacity. New students entering the Online MAT in General Curriculum Special Education program would register for the already offered online versions of those required courses. There are no projected expenses for the first cycle of students due to these factors. Additional costs that may be associated with future cycles of students would be dependent upon student enrollment. If future student enrollment exceeds current capacity in existing courses, future costs would include funds for the hiring of part-time instructors to cover increased course demand.

9. Program Costs Assessed to Students

There are no costs to online students that go beyond those normally associated with the on-campus program.

10. E-Rate

No e-rate will be charged.

SPECIAL EDUCATION PROGRAM
Master of Arts in Teaching in Special Education
Emphasis in General Curriculum (P-12) Certification

Prerequisites and Co-Requisites

Required for all online MAT General Curriculum Students
EDSE 2000(E) (3) Survey of Special Education (or transfer equivalent)

Program of Study – 36 Hours

Summer 1: 9 credits

EDSE 7120E (3) Dyslexia and Other Learning Disabilities
EDSE 6070E (3) Classroom and Behavior Management for Individuals with Disabilities
EDSE 7150E (3) Designing Reading Interventions for Special Education

Fall 1: 9 credits

EDSE 7440 (3) Practicum in Special Education
EDSE 7220 (3) Instruction of Students with High-Incidence Disabilities
EDSE 7020E (3) Assessment of Students with Dyslexia and Other Learning Disabilities

Spring 1: 9 credits

EDSE 7460 (3) Internship in Special Education
EDSE 6040 (3) Contemporary Issues in Special Education
EDSE 7250E (3) Assessment and Intervention for Struggling Writers

Summer 2: 9 credits

EDSE 7770E (3) Practicum in Intensive Reading Intervention
EDSE 7050E (3) Positive Behavior Supports
EDSE 7400E (3) Collaboration Among Families and Professionals

****MAT students are required to pass a written comprehensive exam for program completion**

****MAT students are required to have a Pre-Service Certificate issued prior to beginning their program. See <https://resources.coe.uga.edu/students/ed-prep/#certification> for information about how to obtain a Pre-Service Certificate.**



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October 18, 2022

Dr. Ron Walcott, Dean
The Graduate School
University of Georgia

Dear Dean Walcott:

The Warnell School of Forestry and Natural Resources is proposing to add an area of emphasis (AOE) in Policy and Sustainability to our Master of Science (MS) degree. The MS in Forestry and Natural Resources currently has AOE's in Community Forestry and Arboriculture, Geospatial Information Science, and Forest Biology. Students currently studying in the discipline of Policy and Sustainability obtain an MS in Forestry and Natural Resources but are not able to formally identify their study discipline on their transcripts. Adding the AOE in Policy and Sustainability is strongly supported by our graduate students to help provide additional valuable distinction their study discipline.

Based on current numbers of students studying in this discipline, we expect enrollment to be at least 10 students in the AOE. All courses identified in the curriculum are currently being offered and have the necessary capacity to support demand for this AOE.

The proposal for this AOE was unanimously supported by Warnell faculty at our faculty meeting on Tuesday, September 27, 2022.

Thank you for your consideration. Please contact me if you have any questions.

Sincerely,

Robert B. Bringolf
Associate Dean for Academic Affairs

PROPOSAL FOR AN AREA OF EMPHASIS

Date: 10/4/22

School/College: Warnell School of Forestry & Natural Resources

Department/Division: -NA-

Program (Major and Degree): Master of Science (MS)

Which campus(es) will offer this program? Athens

Proposed Effective Date: Fall 2023

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

1. Area of Emphasis Title: Policy and Sustainability

2. Area of Emphasis Description:

Include prefixes, numbers, and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

See attached.

3. Major Requirements:

Attach a list of requirements for the major. For undergraduate programs, attach a copy of the major requirements from the Bulletin. For graduate programs, provide a list of general requirements for the major.

The MS in Forestry and Natural Resources requires a minimum of 30 semester hours of graduate-level course work which must include Experimental Methods (FANR 6750), Scientific Research (FANR 8200), Master's Thesis (FANR 7300, 3 hr) and Master's Research (FANR 7000, 6 hr).

4. Approvals:



Department Head



Dean of School/College

Dean of Graduate School

Degree: MS in Forestry and Natural Resources

Area of Emphasis Title: Policy and Sustainability

Justification: At the request of graduate students, the Warnell School would like to add an Area of Emphasis in Policy and Sustainability to better reflect the disciplinary training received by students in this area. The MS degree otherwise is in Forestry and Natural Resources, which is a broad field.

	Course ID	Name	Hr*
Choose at least 1:	FANR 6020	Sustainable Development	3
	FANR 6810	Natural Resource Law	3
	PRTM 7900	Ecotourism and Sustainable Development	3
Electives:	ANTH(FANR) 6842	Institutional Dimensions of Sustainability	3
	ECOL 8730	Environmental Policy	3
	ECOL(WILD) 8750	Endangered Species Practicum	
	FANR 6800	Renewable Resources Policy	2
	FANR 8700	Social and Political Theory for Natural Resource Management	2
	FORS 7750	Procurement and Management of Wood Fiber Supply	3
	PRTM 7410/L	Stewardship and Protection of Natural Resources	3

* Total of 9 hours required for AOE



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Franklin College of Arts and Sciences
Office of the Dean

October 19, 2022

Fiona Liken
Director
Curriculum Systems
University of Georgia
Holmes-Hunter
UGA Athens Campus

Dear Fiona:

The Franklin College of Arts and Sciences Curriculum Committee and Faculty Senate has reviewed and approved the following:

Graduate Certificate in Music Recording (Classical)

If you have any questions or need further information, please feel free to contact my office.

Sincerely,

Dr. Jean Martin-Williams
Josiah Meigs Distinguished Teaching Professor of Music
Associate Dean, Franklin College

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: August 30, 2022

School/College/Unit: Franklin College of Arts and Sciences

Department/Division: Hugh Hodgson School of Music

Certificate Title: Graduate Certificate in Music Recording (Classical)

Effective Term: Fall 2023

Which campus(es) will offer this certificate? Athens

Level: Graduate

CIP: XXXXXXXXXX

Program Abstract: The Graduate Certificate in Music Recording (Classical) will be a 12- or 13-hour study in audio recording technologies and techniques where students will learn to care for and setup equipment, capture live performances, organize and execute recording sessions, and edit, mix and master recordings for public release.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The purpose of this certificate is to provide hands-on instruction in the art and technology of music recording and production. As career paths in music evolve, versatility has become a desirable attribute for job seekers in the industry. Beyond technical proficiency on one's instrument or effectiveness in the classroom, performers and educators are often required to extend their reach via virtual performances, remote instruction, self-produced online portfolios, and social media content. This certificate will help prepare students to meet the needs of today's media-hungry landscape.

Educational objectives include:

- Developing critical listening skills to inform individual artistry and to identify objective qualities and issues in recorded music
- Learning the principals and technologies associated with analog and digital audio
- Learning techniques to capture music and process audio to achieve desired aesthetic
- Learning how to evaluate recording spaces and make informed decisions about equipment and setup
- Learning how to organize and manage large-scale projects such as albums for commercial release

This certificate complements the mission of the institution by providing students with marketable skills to enhance their traditional music performance or music education curricula. These skills strengthen students' positions in the job market, preparing them to make significant contributions to the music industry within the state, across the country, and around the world.

2. Need for the Program

Explain why this program is necessary.

Recorded music is all around us. In everyday life, there is a soundtrack of music playing in the foreground or background for nearly everyone who uses a smartphone, tablet, car stereo or television.

With technological advances leading to the advent of cheaper and yet more powerful recording equipment, the rise of home recording has permanently changed the recording dynamic for musicians. Understanding the fundamentals of recording & sound, experiencing traditional recording practices which have been developed over decades, and learning how to create a professional, high-quality recording is increasingly important to almost every musician. Proficiency in recording, for musicians in all fields, also leads to better work efficiency and results.

Those working in performance and education fields are finding new ways to reach audiences and clients via recorded and streamed media and live interaction via remote conferencing and collaboration platforms. These efforts come with a technological learning curve, and with a wealth of misinformation available online, students can benefit greatly from structured instruction in the areas of audio recording and production to serve these efforts.

Traditional career paths in music performance and education have changed significantly in recent decades. Musicians today are increasingly benefitting from portfolio careers, combining various performing, teaching, and administrative functions while constructing their own, personalized musical careers. Recording and audio are additional skills in the musician's toolbox which can complement and greatly enhance their other musical abilities.

This certificate enhances established music performance and education curricula by providing students with marketable skills that can expand their reach and effectiveness as performers and educators, and open doors to opportunities for supplemental or alternative employment both within and adjacent to the "classical" music industry.

In addition, provide the following information:

- a. Semester/Year of Program Initiation:** Fall 2023
- b. Semester/Year of Full Implementation of Program:** Fall 2025
- c. Semester/Year First Certificates will be awarded:** Spring 2026
- d. Annual Number of Graduates expected (once the program is established):** 6 – 12
- e. Projected Future Trends for number of students enrolled in the program:** 25 – 30

3. Student Demand

a. Provide documentation of evidence of student demand for this program, which may include a student survey.

A broad survey was distributed to the entire student body in the School of Music in the Spring of 2022. One question asked the students to indicate their level of interest in several different certificate proposals. Out of 8 proposals, Recording Technology, received the second-highest level of interest, just behind a certificate in Musician Health and Wellness. Over 180 students responded to this survey, and 73% expressed some level of interest, with 42% indicating they would be “very interested” in a Recording Technology certificate.

b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

Based on the results of the survey and current market conditions, the School of Music is confident there will be significant interest in this certificate. Students strive to be as marketable as possible in an ever-changing and challenging musical environment, and recording skills are currently in high demand in a wide range of musical settings.

We frequently employ student workers to assist with recording the over 300 public concerts that happen each year in the school of music. In recent years, student interest in these positions has strongly increased, further indicating the demand and viability of a formal curriculum. This interest is only likely to grow in the future.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Minority student enrollment is expected to be equivalent to the proportion of minority students in the total student body. This program will be open to all music majors, minors, and non-majors who can demonstrate some musical ability. All students with interest in recording and production, regardless of background, will be encouraged to enroll.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles

b. Identify any new courses created for this program

The certificate will be open to all UGA students via an application process. Non-music majors must demonstrate musical ability to receive permission of department to enroll.

Core Classes – 9 hours

Complete the following five classes:

MUSI 7801, Critical Listening (2 hours)

MUSI 7800, Audio Foundations (3 hours) (CAPA proposal for new course name will be submitted)

MUSI 7802, Classical Recording (2 hours)

MUSI 7804, Album Recording (2 hours)

Capstone Project – 1 hour

Complete a minimum of one hour from the following:

MUSI 7805, DMA Recording (1 hour)

MUSI 78XX, Capstone Recording Project (1 Hour) (New course – CAPA proposal will be submitted)

Elective – 2 or 3 hours

Choose at least 2 hours from the following list:

MUSI 7803, Classical Overdub Recording (2 hours)

MUSI 6080, Recording Practicum (1 hour) – may be taken multiple times

MUSI 6660, Media Composition and Production II (3hrs)

MUSI 7805, DMA Recording (1 hour) – may be taken multiple times

MUSI 78XX, Capstone Recording Project (1 hour)

FILM 6680, Introduction to DV Production (3 hours) POD required.

ARST 6215, Sound in Art (3 hours)

**Offerings in Special Topics courses such as MUSI 6180 and ARST 6800 that focus on audio recording and production can also be considered for this elective requirement on a case-by-case basis*

5. Model Program and Accreditation

- a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.**

At the moment, faculty are not aware of a similar certificate at the graduate level. While there are graduate programs in sound recording offered in the United States, this program would be modeled after the Tonmeister approach found primarily in European schools. The following are examples of American universities offering courses similar to those found in this proposal:

American University offers an Audio Production Graduate Certificate

(<https://www.american.edu/cas/audio-technology/audio-production-graduate-certificate.cfm>).

This certificate requires 15 hours in recording and audio technology, with coursework similar to that found in this proposal.

Temple University offers a Master of Science in Music Technology

(<https://www.temple.edu/academics/degree-programs/music-technology-ms-bc-mute-ms>). This degree requires 31 hours in audio and video production, with coursework similar to that found in this proposal.

The University of Miami Frost School of Music offers a Master of Science in Music Engineering Technology ([https://bulletin.miami.edu/graduate-academic-programs/music/music-media-industry/music-engineering-technology-ms/ - curriculumtext](https://bulletin.miami.edu/graduate-academic-programs/music/music-media-industry/music-engineering-technology-ms/-curriculumtext)). The degree requires 30 hours in recording, audio technology, and related fields, with coursework similar to that found in this proposal.

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

N/A

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Specific learning outcomes:

- Students will demonstrate development of critical listening skills for identifying issues and informing artistic choices in recording
- Students will demonstrate theoretical understanding of analog and digital audio concepts
- Students will demonstrate understanding of proper handling and equipment care
- Students will demonstrate practical understanding of recording, editing, mixing, and mastering techniques
- Students will complete cooperative and individual recording projects
- Students will build a portfolio of work that can be used in pursuit of jobs or graduate programs

7. Assessment

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

In this certificate, students will be assessed by quizzes, papers, and recording projects. Prospective students will complete a short application, including a brief resume and statement of purpose, to be reviewed by a faculty panel. The panel may choose to engage applicants in a short interview if appropriate. The program will be open to non-music majors and non-degree seeking students. Non-music majors may be asked to document or demonstrate their ability to read music.

The core curriculum of the proposed certificate is sequential, with the learning being cumulative. The student who wishes to learn anything about the practices and theory of this broad subject will probably want all of the program, not just part. It can also be required that any elective classes be completed either before or as a co-requisite to MUSI 7802. Additionally, the faculty members leading the program will be available for counseling, mentorship, and advice for students that need additional attention or motivation to remain in the program.



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October 12, 2022

Dr. Peter Jutras, Director
Hugh Hodgson School of Music

Dear Pete,

I approve of the inclusion of the following FILM class as an elective in the Undergraduate Recording Certificate being proposed by the Hugh Hodgson School of Music:

FILM 4680 Introduction to DV Production

Julie Ray, Department Head
Department of Theatre and Film Studies



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Franklin College of Arts & Sciences

Department of Theatre & Film Studies

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October 12, 2022

Dr. Peter Jutras, Director
Hugh Hodgson School of Music

Dear Pete,

I approve of the inclusion of the following FILM class as an elective in the Graduate Recording Certificate being proposed by the Hugh Hodgson School of Music:

FILM 6680 Introduction to DV Production

Julie Ray, Department Head
Department of Theatre and Film Studies



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Franklin College of Arts and Sciences

Lamar Dodd School of Art

October 7, 2022

Dr. Peter Jutras, Director
Hugh Hodgson School of Music

Dear Pete-

I approve of the inclusion of the following ARST class as an elective in the Graduate Recording Certificate being proposed by the Hugh Hodgson School of Music:

ARST 6215 – Sound in Art

Joseph Peragine, Professor of Drawing and Painting
Director, Lamar Dodd School of Art



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Franklin College of Arts and Sciences
Office of the Dean

October 19, 2022

Fiona Liken
Director
Curriculum Systems
University of Georgia
Holmes-Hunter
UGA Athens Campus

Dear Fiona:

The Franklin College of Arts and Sciences Curriculum Committee and Faculty Senate has reviewed and approved the following:

Graduate Certificate in Suzuki Violin Pedagogy

If you have any questions or need further information, please feel free to contact my office.

Sincerely,

Dr. Jean Martin-Williams
Josiah Meigs Distinguished Teaching Professor of Music
Associate Dean, Franklin College

PROPOSAL FOR A GRADUATE CERTIFICATE PROGRAM

Date: _____

Certificate Title: Graduate Certificate in Suzuki Violin Pedagogy

School/College/Unit: Franklin College

Department/Division: Hugh Hodgson School of Music

Effective Term: Fall 2024

Which campus(es) will offer this certificate? Athens

Level:

- Undergraduate
- Post-Baccalaureate
- Graduate

Program Abstract:

This Certificate requires the completion of 12 hours of Suzuki Method Pedagogy courses, which focus on the implementation of the Suzuki philosophy through private and group violin and viola instruction. The curriculum includes classroom lectures, demonstrations of included repertoire, guided observations, guided teaching of private lessons and group lessons, and other written and oral projects.

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

The purpose of the certificate is to provide specific, hands-on instruction in the Suzuki Method, as it pertains to violin and viola group and private instruction, primarily to young children.

Educational objectives:

- be conversant with the philosophical ideas presented in Dr. Shinichi Suzuki's *Nurtured by Love*, which is internationally recognized as the premier text regarding the Suzuki Method

- demonstrate knowledge of the repertoire and teaching points in the Suzuki Violin Method, Books 1 - 8
- develop and demonstrate strategies for working with students and families at all ages and skill levels in home practice, weekly private lessons, and group classes

This certificate fulfills the mission of the institution by providing specialized training that is recognized nationally and internationally. The State of Georgia, the United States, and most developed countries throughout the world have an abundant and active Suzuki teacher community where the sharing and exchange of ideas is considered paramount for the success of the method. This certificate enables recipients to join, benefit from, and contribute to that vibrant world-wide fabric. Because the Suzuki Method was originally developed in Japan, and later brought to the United States and throughout the world, the training includes and requires the understanding of and respect for cultural differences in the application of the method. In addition to regularly sharing ideas, the Suzuki community is committed to life-long learning, and a constant desire to understand and implement the most informed teaching practices for better student learning, understanding, and demonstration.

2. Need for the Program

Explain why this program is necessary.

This certificate fills a very specific and growing need in the local, national, and global musical job market. For decades, the Suzuki Method has been the premier method globally for teaching young students how to play a musical instrument. Because this training will be taught by a Suzuki Association of the Americas Suzuki Method Teacher Trainer, students will receive the Certificate from UGA, and their training will be registered through the Suzuki Association of the Americas and the International Suzuki Association. Trained Suzuki teachers are in demand globally, and registered Suzuki training grants immediate prestige in the field of string pedagogy.

In addition, provide the following information:

- Semester/Year of Program Initiation:** Fall 2024
- Semester/Year of Full Implementation of Program:** Spring 2026
- Semester/Year First Certificates will be awarded:** Spring 2026
- Annual Number of Graduates expected (once the program is established):** 6 - 12
- Projected Future Trends for number of students enrolled in the program:** 15 - 20

3. Student Demand

- Provide documentation of evidence of student demand for this program, which may include a student survey.**

As Director of the UGA Community Music School, which includes a sizable and active Suzuki Method program, I annually employ about a dozen UGA music majors as violin and viola

instructors. These teachers continually see the success of the students in our Suzuki program and over the years have consistently expressed interest in obtaining training. For this reason, I became a Suzuki Method Teacher Trainer so that UGA could become a national training center for the Suzuki Method. In 2018, through the Community Music School, I taught a full Every Child Can! course - the required entry-level course for all Suzuki training - to 12 interested college students. Six of those participants were graduate students. From Fall 2020 to Fall 2021, I taught most of the cycle of courses that will be included in this certificate. The first course, Suzuki Pedagogy 1, had 10 student participants - 5 undergraduates and 5 graduates. Enrollment declined to 5 in Suzuki Pedagogy III - all graduate students. Much of that attrition was due to undergraduate students graduating prior to the completion of the cycle (starting it in their Senior year, for instance). All students who started in Pedagogy I who were still enrolled in a degree program by Pedagogy III remained in the classes and completed the cycle.

Evaluations for the courses taught in the first cycle show only top marks and the following quotes:

"This course taught me so much about teaching and I see how much I have grown as a teacher being in this class and learning from Kristin. Anyone who wants to teach a stringed instrument should have to take these classes."

"I'm so glad for the opportunity to have taken this class and continue the Suzuki teacher training. It has been incredibly beneficial to me as a musician and teacher and I'm thankful for the opportunity to learn from Kristin Jutras. With each class and assignment I am learning something new to apply to myself as a teacher. Getting to teach a group class, to do another teaching practicum, and all the other assignments were all helpful to me."

b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

In Fall 2022 the course cycle will begin again and there are currently 6 students enrolled in Pedagogy I - 2 undergraduates and 4 graduates. While this seems small, the overall size of the graduate violin and viola population in the School of Music is less than a dozen combined. It is my hope that offering this certificate will serve as a recruiting tool for applied faculty members to attract promising graduate violin and viola students. This number of enrollees is consistent with other long-term Suzuki training programs around the country.

c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

It would be my expectation that minority student enrollment would be equal to the proportion of minority students enrolled as undergraduate violin and viola majors in the School of Music.

4. Program of Study

Provide a detailed program of study for the certificate program, including:

a. Specific course prefixes, numbers, and titles:

MUSI 6600: Suzuki Violin and Viola Pedagogy I (3 hours)

MUSI 6610: Suzuki Violin and Viola Pedagogy II (3 hours)

MUSI 6620: Suzuki Violin Pedagogy III (3 hours)

MUSI 6630: Suzuki Violin Pedagogy IV (3 hours) - NEW

Total of 12 credit hours

b. Identify any new courses created for this program

MUSI 6630: Suzuki Violin Pedagogy IV

Via an application process, this certificate will be open to all graduate violin and viola music majors enrolled in the School of Music.

An application will be required prior to acceptance into this program. The application will gather information about the applicant's prior exposure to the Suzuki Method, any prior pedagogical training (Suzuki or non-Suzuki), and goals for future teaching applications. Applications will be reviewed by the director of the certificate program.

5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

The Suzuki Association of the Americas outlines a very specific and comprehensive curriculum for training. Each course in this cycle is required to adhere to that curriculum in order to provide consistency of training world-wide at the highest of pedagogical standards. The requirements and curriculum of this certificate will align with the other well-established Suzuki certificate programs below:

Cleveland Institute of Music offers a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy. (<https://suzukiassociation.org/events/loc/cleveland-institute-music/>)

For 30+ years, Ithaca College offered a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy. (<https://suzukiassociation.org/events/loc/ithaca-college/>). Ithaca College discontinued this program as of Fall 2022.

The University of Hartford offers a 2-year graduate program consisting of 12 credit hours of Suzuki Pedagogy courses. (<https://suzukiassociation.org/events/loc/university-hartford/>)

Southern Illinois University, Edwardsville offers a 2-year graduate program consisting of 8 credit hours of Suzuki pedagogy courses.

University of Denver offers a Suzuki Teaching Certificate.
(<https://suzukiassociation.org/events/loc/university-denver/>)

The University of Evansville offers a Suzuki Violin Pedagogy Certificate as a 3-year program totaling 12 credit hours, available with any music degree.
(<https://suzukiassociation.org/events/loc/university-evansville/>)

b. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

The curriculum was designed specifically to satisfy curricular standards of the Suzuki Association of the Americas training standards.

6. Student Learning Outcomes

Describe the proposed learning outcomes for the certificate program.

Specific learning outcomes include:

- understanding of the components that make up philosophy of the Suzuki Method
- understanding and demonstration of the repertoire included in all levels of the Suzuki Violin Method
- developing strategies for working with young children
- developing strategies for working with parents and offering continual parent education
- developing group class teaching techniques
- developing strategies for effective teaching, including the development of home practice assignments, assessment of student understanding,
- communication techniques
- feedback techniques
- strategies for tone, technique, and musical development for students of all ages and skill levels

7. Assessment

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to the program.

As per the standardized SAA curriculum, students will have the opportunity to observe a great deal of high-quality teaching and will submit written reports of those observations, allowing me to check their understanding of how the method is implemented in daily teaching. Students will also regularly give in-class demonstrations of teaching points and performances of the repertoire. As students progress through the program, guided teaching opportunities will be provided in both the private lesson and group class setting. As students are able to demonstrate greater understanding and application of the principles, additional teaching opportunities with less guidance will be provided.

Prospective students will complete a short application to enter the program. The application will gather information about the applicant's prior exposure to the Suzuki Method, any prior pedagogical training (Suzuki or non-Suzuki), and goals for future teaching applications. Applications will be reviewed by the director of the certificate program.

The core curriculum of the certificate is sequential and cumulative and learning experiences delve deeper and deeper into the material throughout the program. Once started, students are likely to be interested in gaining a deeper understanding of the material. This training is also recognized on a national level, so students are likely to want to continue to completion in order to be recognized at that level. All of these factors will assist with retention.

Additionally, the faculty member will be available for counseling, mentorship, and advice for students that need additional attention or motivation to remain in the program.

Please submit documentation of the following approvals with the proposal:

- Department Head/Director
- Dean/Vice President
- Heads of any academic units which offer courses used in the program of study
- Heads of any academic units which offer similar programs

After approval by school/college/unit, proposals for undergraduate programs should be sent to the Office of Curriculum Systems (currsys@uga.edu). Proposals for graduate programs should be sent to the Graduate School (gradassociatedean@uga.edu)



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October 12, 2022

Dr. Peter Jutras, Director
Hugh Hodgson School of Music

Dear Pete,

I approve of the inclusion of the following FILM class as an elective in the Undergraduate Recording Certificate being proposed by the Hugh Hodgson School of Music:

FILM 4680 Introduction to DV Production

Julie Ray, Department Head
Department of Theatre and Film Studies



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Franklin College of Arts & Sciences

Department of Theatre & Film Studies

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Athens, Georgia 30602

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October 12, 2022

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Hugh Hodgson School of Music

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