**To: Teacher Education Committee/General Education Committee**

**From: Department of Fine & Performing Arts**

**Date: November 12, 2014/November 13, 2014**

**Proposal:** The department proposes clarifying the Bachelor of Music Education General Education Curriculum found on pages 68, 113 and 217 of the 2014-2015 Traditional Undergraduate Catalog by removing the following lines:

**OR**

**ENGL 1703 Composition II: Writing and Research**

We also propose adding the following phrase after ENGL 1503 Composition I: Writing and Rhetoric: **(or demonstrated competence)**

**Rationale:** ENGL 1503 Composition I is the prerequisite for ENGL 1703 Composition II, so it is not possible for them to have an “or” choice with these two courses. Additionally, the current wording is confusing and could be misinterpreted, requiring a student to take ENGL 1703 Composition II if they have fulfilled the English Composition I requirements identified on page 61 of the 2014-2015 Traditional Undergraduate Catalog that do not translate as 3 credit hours towards the degree program (see bold text below). The Department intends this curricular requirement to be fulfilled by taking ENGL 1503 Composition I or by demonstrating competence as stated in the catalog.

*“Students who transfer to MNU with three credit hours of any English Composition I course from a community college, a four-year institution, or have received dual credit (through a high school) need not take this course.* ***Students may also fulfill this requirement by testing out with a CLEP score of 50 or higher, an AP test score of 4 or higher, or an ACT score of 26 or higher****.”*

**ACTION/DISCUSSION:**

**Department of Fine & Performing Arts:** ***Approved*** *Rejected Tabled Sent back*

Date: 11/3/14

**CLAS Curriculum Committee:** ***Approved*** *Rejected Tabled Sent back*

Date: 11/6/14

**CLAS Faculty:** ***Approved*** *Rejected Tabled Sent back*

Date: 11/10/14

**Teacher Education Committee:** ***Approved\*\****  *Rejected Tabled Sent back* NA

Date: 11/12/14

**General Education Committee:** *Approved Rejected Tabled Sent back* NA

Date: 11/13/14

**AAC**: *Information Item* *Approved Rejected Tabled Sent back*

Date: 11/20/14

**Faculty Assembly:** *Information Item* *Approved Rejected Tabled Sent back*

Date: 12/07/14

\*\*Addendum to approval by the Teacher Education Committee: It is a concern that Music Ed students have not been doing well on the TWS\* over the past few years. Their research writing ability appears to be lacking. How can the department work to help their students in this area? Their content/gen ed areas requirements typically don’t include research/reading/writing heavy courses. Where can they be exposed to/taught these abilities? It was suggested that Music History might be a good place to incorporate a research paper graded with a rubric based on an accepted writing style (APA, MLA, etc.); since other secondary content majors must take Comp II, even if they do not take Comp I. TEC requests tracking of students to see if this continues to be a need. The Teacher Ed department will do this.

(\*Kansas now requires a passing score on the TWS to become licensed. This research based document will potentially follow the teacher candidate into their first two years of a job as professional development plan. This hasn’t been approved at the State level yet, but that is the planned direction for teacher candidates.)