

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, April 11, 2012
GRH 3073

I. Consideration of the Minutes from the March 14, 2012 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

II. New Business

A. Office of Teacher Services-CEBS

▪Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit March 15, 2012 to April 11, 2012

▪List of Student Teacher Candidates for Fall 2012

B. College of Education and Behavioral Sciences

School of Teacher Education

1. Delete a Course – EXED 417G, Assess/Curr/FMD Studts I
2. Delete a Course – EXED 418G, Assess/Curr/FMD Studts II
3. Delete a Course – EXED 421, Spec Ed & The Law: Interpretation/Application
4. Delete a Course – EXED 430G, Diag Instru Plan Mild Disab
5. Revise a Program - current program reference number: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification. Current program title: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
6. New Course – ENVE 525, Educating for Sustainability

Department of Educational Administration, Leadership and Research

1. Revise Course Prerequisites/Corequisites – EDAD 706, Educational Leadership and Reform
2. Revise Course Prerequisites/Corequisites – EDAD 707, Educational leadership Policies and Politics
3. Revise Course Prerequisites/Corequisites – EDAD 708, Administration of Fiscal Resources in Districts and Systems

C. Potter College of Arts and Letters

Department of Music

1. Revise Course Catalog Listing – MUS 514, Secondary Music Curriculum
2. Revise a Program – 0439, Music Education for Teacher Leaders

III. Other Business

CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO PROFESSIONAL EDUCATION UNIT

March 15, 2012 – April 11, 2012

ELEMENTARY P-5

Dalrymble, Ashley
Eskridge, Erica
Estes, Mary
Jackson, Kirsta
Kennedy, Angeline
Lewis, Leah
Smith, Margaret
Spinks, Miranda

MIDDLE GRADES

Hayes, Brandon	Math
Smith, Joshua M.	English/Social Studies
Wilson, Bryan	Social Studies/Eng

5-12

Hughson, Kristen	Business & Marketing
Webb, Lauren	Business & Marketing

P-12

Shanklin, Chandel E.	Music - Vocal
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IECE

Weatherholt, Jill

SECONDARY

Hoosier, Carla D.	Social Studies
Matthews, Brittany	English
Powers, Bliss	English
Waters, Alexander	Social Studies

MASTERS

Cannon, William	ARTC/MAE Middle Grades Math
Norris, Amanda	EXED
Thomerson, Kimberly	LME

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Fred Carter, Teacher Services (745-4611 or fred.carter@wku.edu) prior to the PEC meeting.

**STUDENT TEACHER CANDIDATES FOR FALL 2012
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***4/11/12*****

WKU ID	First	Last		MAJOR
				No qualified additions For April

**STUDENT TEACHER CANDIDATES FOR FALL 2012
NOT QUALIFIED**

*****STUDENT TEACHING APPLICATION PENDING***4/11/12***
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)**

WKU ID	FIRST	LAST	D	MAJOR
	CORTNEY	SCOTT	CA	5-12/AGRICULTURE
	ASHLY	McGINNIS	X	5-12/FCS
	KRISTEE	BOARD	X	ELEMENTARY
	KAELYN	DAY	CP	ELEMENTARY
	CHELSEA	HERMANN	X	ELEMENTARY
	COURTNEY	MAGLINGER	X	ELEMENTARY
	AMELIA	SATTERLY	CP	ELEMENTARY
	BRITTANY	TAYLOR	CP	ELEMENTARY
	MICHAEL	WARREN	CP	ELEMENTARY
	ANGELA	MICHAEL	X	IECE
	MARIAH	BURNLEY	CP	MGE/LA/S.STUDIES
	SHAWNA	MULLEN	X	MGE/LA/S.STUDIES
	ALLISON	NORRIS	X	MGE/LA/S.STUDIES
	J. DEREK	NUTT	CP	MGE/LA/S.STUDIES
	HILARY	SYKES	X	MGE/LA/S.STUDIES
	MICAH	OGLES	X	MGE/S.STUDIES/LA
	KELSIE	HUGHES	CA	MGE/MATH
	VALERIE	LEWIS	X	MGE/MATH
	STEPHANIE	MILLER	CP	MGE/MATH/S.STUDIES
	RACHELLE	THOMAS	X	MGE/SCIENCE/LA

	CHRISTOPHER	BLAKE	X	P-12/MUSIC
	SERENA	OSBORNE	CA	P-12/MUSIC
	EMILY	WHITE	CP	P-12/MUSIC
	ADAM	NEWTON	CA	P-12/PE
	KENNETH	POND	CP	P-12/PE
	J. BLAKE	ROBERTS	CA	P-12/PE
	BRITTANY	STONE	CA	SEC/CHEMISTRY
	JORDAN	DANRIDGE	CP	SEC/EARTH SCIENCE
	LISA	HENNING	CA	SEC/EARTH SCIENCE
	PAUL	MAYFIELD	X	SEC/MATH
	LANCE	PAULEY	X	SEC/PHYSICS
	CRAIG	KIRCHGESSNE R	CP	SEC/SOCIAL STUDIES
	ALEX	TAYLOR	CP	SEC/SOCIAL STUDIES
	JUSTIN	WHITE	CP	SEC/SOCIAL STUDIES
	AMANDA	MILLER	CP	SPECIAL EDUCATION

CA = Has not met Teacher Admission Requirements
 CP = Critical Performance Score Deficiency Pending
 X = Deficient GPA and/or other Student Teaching Requirement Deficiency
 D = Disposition Score Deficiency Pending

STUDENT TEACHER CANDIDATES FOR SPRING 2012
*****STUDENT TEACHING WITHDRAWAL***4/11/12*****

WKU ID	FIRST	LAST	MAJOR	DATE
	WILLIAM	LANHAM	SEC/ENGLISH	3/14/12

STUDENT TEACHER CANDIDATES FOR FALL 2012
*****STUDENT TEACHING APPLICATION WITHDRAWN***4/11/12*****

WKU ID	FIRST	LAST	MAJOR	DATE
	TAMMY	LEWIS	ELEMENTARY	3/26/12

	DAVID	BROOKS	MGE/S.STUDIS/LA	3/28/12
	VALERIE	LEWIS	MGE/MATH	3/13/12

Proposal Date: Feb. 23, 2012

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)**

Contact Person: Janet Applin, janet.applin@wku.edu, 745-4014

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 417 G
- 1.2 Course title: Assess/Curr/FMD Studts I
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The Exceptional Education program no longer offers "G" courses and has not offered EXED 417 G since 2009.

3. Effect of course deletion on programs or other departments, if known:

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb. 23, 2012

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)**

Contact Person: Janet Applin, janet.applin@wku.edu, 745-4014

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 418G
- 1.2 Course title: Assess/Curr/FMD Studts II
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The Exceptional Education program no longer offers “G” courses and has not offered EXED 418 G since 2009.

3. Effect of course deletion on programs or other departments, if known:

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb. 23, 2012

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)**

Contact Person: Janet Applin, janet.applin@wku.edu, 745-4014

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 421
- 1.2 Course title: Spec Ed & The Law: Interpretation/Application
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The Exceptional Education program has not offered this course since prior to the program being revised in 2003 and will not be offered in the proposed undergraduate revision of the program currently in the approval process.

3. Effect of course deletion on programs or other departments, if known:

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: Feb. 23, 2012

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Delete a Course
(Consent Item)**

Contact Person: Janet Applin, janet.applin@wku.edu, 745-4014

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EXED 430 G
- 1.2 Course title: Diag Instr Plan Mild Disab
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

The Exceptional Education program no longer offers “G” courses and has not offered EXED 430 G since 2009.

3. Effect of course deletion on programs or other departments, if known:

There are no known effects of the deletion of this course on current and/or proposed programs in Exceptional Education or on other departments. The course is not required of any major, minor, associate degree, certificate program or graduate program or students in other departments.

4. Proposed term for implementation: Fall 2012

5. Dates of prior committee approvals:

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise A Program
(Action Item)**

Contact Person: Retta Poe, retta.poe@wku.edu, 5-4662, or Janet Applin, janet.applin@wku.edu, 5-4662

1. Identification of program:

- 1.1 Current program reference number: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.2 Current program title: (various). The proposed policy addition will apply to all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program

2. Identification of the proposed program changes:

- Modifies the field experience policy for all undergraduate and graduate programs leading to initial teacher certification.

3. Detailed program description:

Current policy	Proposed policy
<p>WKU undergraduate teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees and the Kentucky standards for the designated teaching certificate. All undergraduate professional education programs require completion of field experiences in appropriate off-campus settings as well as student teaching. The number of required hours of field experiences varies by program; however, a minimum of 75 hours of off-campus field experience is required in professional education courses. In addition, all programs require one 16-week or two 8-week full-time student teaching placements, totaling at least 430 hours. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in the Office of Teacher Services a current TB test, a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.</p>	<p>WKU teacher preparation programs are designed to meet the University’s standards for baccalaureate degrees, master’s degrees, and certification-only programs, as well as the Kentucky standards for the designated teaching certificate. All professional education programs require completion of a variety of diverse and focused field experiences in appropriate off-campus Primary-Grade 12 school settings as well as student teaching or equivalent experience. The number of required hours of field experiences varies by program; however, a minimum of 200 hours of approved off-campus field experience is required in professional education courses prior to the student teaching experience or equivalent. The candidate is responsible for documenting completed hours, date, and setting. In addition, all programs require one 16-week or two 8-week full-time student teaching placements. Every effort is made to provide teacher candidates with field experiences in diverse settings (based on socioeconomic status, race/ethnicity, language, and exceptionalities of students) in order to ensure that they are prepared to help all students learn. Prior to visiting any school, a student must have on file in</p>

	the Office of Teacher Services a current TB risk assessment , a current physical exam, and a current Kentucky criminal background check. Students are responsible for the expenses incurred in complying with this requirement.
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4. Rationale for the proposed program change: The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding field experience (clinical) hours. In addition, the policy is now made applicable to graduate as well as undergraduate programs leading to initial teacher certification. This addition is in response to a clarification from Kentucky’s Education Professional Standards Board that candidates for initial certification at the graduate level must meet the same field experience and student teaching requirements as initial certification candidates at the baccalaureate level.

5. Proposed term for implementation: The proposed policy will apply to all students who begin student teaching assignments (or equivalent) beginning September 1, 2013. In most cases, the policy change will thus affect students approved for student teaching (or equivalent) assignments in the Spring, 2014 semester and thereafter.

6. Dates of prior committee approvals:

School of Teacher Education	03/15/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 2/29/12

College of Education and Behavioral Sciences
School of Teacher Education
Dept. of Curriculum and Instruction
Proposal to Create a New Course

Contact Person: Terry L. Wilson, terry.wilson@wku.edu, 745-4671

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENVE 525
- 1.2 Course title: Educating for Sustainability
- 1.3 Abbreviated course title: Educating for Sustainability
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Designed for educators, the course introduces principles and practices of education for sustainability (EfS). Includes rationale, key concepts, plus tools for integrating EfS into curricula.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Students and employers are demanding that the education sector take action to build a vision, tools, and capabilities for a sustainable future. This challenge brings new opportunities for educators to contribute to teaching and learning that shapes a sustainable future, at all levels and across the curriculum.

This course honors the current WKU Strategic Plan, which states that “education for sustainability is a core value” and WKU should be taking steps to integrate “themes of sustainability throughout the curriculum.” The goals of the course are also correlated to the NCATE-adopted standards developed by the North American Association for Environmental Education. The course can also be included in the graduate programs of teachers who are working on the environmental education endorsement from WKU.

The course is designed to introduce teachers to core principles, pedagogies, and resources for integrating EfS into classes at all levels and across the disciplines. It will build on effective models developed elsewhere and give teachers concrete tools to help them in integrating EfS into their classes. EfS equips students with knowledge, skills, understanding, attitudes, and values compatible with a sustainable society. It goes beyond the “green” agenda to raise awareness of the complexity and dynamism of issues. It builds capacity for collaboration and creativity in problem-solving, critical reflection and systemic and futures thinking, a trans-disciplinary orientation, and motivates action for sustainability.

- 2.2 Projected enrollment in the proposed course: 15 per offering. This course will be designated as an elective in the School of Teacher Education and recommended for students in the Environmental Education Endorsement certificate program.

Currently no courses in the School of Teacher Education focus specifically on EfS for teachers. The course will also be open to students from other graduate programs that want their students to be able to teach others about education for sustainability in formal, non-formal, and informal education.

- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will add a new focus for electives within the School of Teacher Education. It will also enhance the other courses now offered as part of the in Environmental Education (EE) Endorsement. ENVE 520, Introduction to Environmental Education, is an introduction to the field of environmental education. ENVE 580, Instructional Strategies in Environmental Education, deals with general instructional strategies in the field. This course goes beyond EE to incorporate interrelated themes of economy, society, politics, and culture and provide an inquiry-based and action learning approach. No other course in the department offers this combined focus on teaching for EfS and action teaching.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Many departments offer courses relating to sustainability themes at WKU. These include ICSR 540, Community-Building for Sustainability, and GEOG 380, Global Sustainability. However, none are specifically designed to address EfS for teachers.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Although several universities in the Commonwealth of Kentucky offer graduate courses in environmental education as part of their EE endorsement programs, none offer a course specifically oriented toward EfS for teachers. It is anticipated that this course will be model for other institutions in Kentucky.

In 2009, the Washington Professional Educators Standards Board (PESB) approved a new Specialty Area Endorsement in Environmental and Sustainability Education (ESE) at Western Washington University. As a result, Western Washington now offers EDUC 497l, Introduction to Education for Sustainability, and EDUC 497m, Instructional Strategies in Education for Sustainability.

Webster University in St. Louis offers a Master's in Global Sustainability designed to prepare educators to teach global sustainability, and they offer EFGS 5000, Foundations: Education for Global Sustainability.

3. Discussion of proposed course:

- 3.1 Course objectives: As a result of this course, students will be able to:
- Explain education for sustainability (EfS) as a 21st century literacy
 - Define key concepts and core competencies in EfS
 - Identify effective pedagogies for and teaching tools relevant to EfS
 - Explore challenges to integrating EfS in courses at any level and across the curriculum
 - Develop a customized approach and portfolio of materials to integrate EfS into one or more classes or for a nonformal or informal education setting

- 3.2 Content outline:
- a) What is EfS? History and national/international models
 - b) EfS competencies and evaluation criteria
 - c) Key EfS topics and tools
 - d) Teaching and learning pedagogies that work and why
 - e) Challenges to implementing Efs in formal, nonformal and informal education
 - f) Sample activities, local resources
 - g) Customizing your own classes and curriculum
- 3.3 Student expectations and requirements:
- a) Discussion prompts based on readings; students will be assigned readings from texts and given prompts to respond to directly and also to respond to other students comments
 - b) Small group projects and in-class activities
 - c) Participation in activities, discussion, and assessment activities to demonstrate skills and knowledge, and
 - d) Customized portfolio of instructional materials
- 3.4 Tentative texts and course materials:
- McKeown, R. (July 2002) *UNESCO Education for Sustainable Development Toolkit, Version 2.0*, available at www.esdtoolkit.org/ (free download)
- Stone, M.K. and Barlow, A. (Eds.), (2005). *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco, CA: Sierra Club Books.
- Wheeler, K.A. and Bijur, A. P. (Eds.), (2000). *Education for a Sustainable Future: A Paradigm of Hope for the 21st Century*. New York: Kluwer Academic/Plenum Publishers.

4. Resources:

- 4.1 Library resources: Present resources are adequate
- 4.2 Computer resources: Present resources are adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Course can be offered by current faculty
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring, 2013

7. Dates of prior committee approvals:

School of Teacher Education	___March 15, 2012___
CEBS Curriculum Committee	___April 3, 2012 ___
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 3/8/2012

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research (EALR)
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)

Contact Person: William Schlinker, 745-6039, william.schlinker@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EDAD 706
 - 1.2 Course title: Educational Leadership and Reform
 - 1.3 Credit hours: 3

- 2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

- 3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

- 4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

- 5. Effect on completion of major/minor sequence:** Not applicable

- 6. Proposed term for implementation:** Fall 2012

- 7. Dates of prior committee approvals:**

EALR Department	03/13/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/8/2012

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research (EALR)
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: William Schlinker, 745-6039, william.schlinker@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EDAD 707
 - 1.2 Course title: Educational Leadership Policies and Politics
 - 1.3 Credit hours: 3

- 2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

- 3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

- 4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

- 5. Effect on completion of major/minor sequence:** Not applicable

- 6. Proposed term for implementation:** Fall 2012

- 7. Dates of prior committee approvals:**

EALR Department	03/13/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 3/8/2012

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research (EALR)
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: William Schlinker, 745-6039, william.schlinker@wku.edu

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: EDAD 708
 - 1.2 Course title: Administration of Fiscal Resources in Districts and Systems
 - 1.3 Credit hours: 3

- 2. Current prerequisite:** EDLD 700 – Orientation to Doctoral Studies and Professional Development

- 3. Proposed prerequisite:** EDLD 702 – Educational Leadership Doctoral Program Orientation

- 4. Rationale for the revision of prerequisite:** Because of the need for major revisions to the original Doctoral Orientation (EDLD 700), the Director and associated faculty of the Educational Leadership Doctoral Program determined that a new Orientation course (EDLD 702) should be created. The prerequisite change reflects the replacement of the old EDLD 700 course with the new EDLD 702 course.

- 5. Effect on completion of major/minor sequence:** Not applicable

- 6. Proposed term for implementation:** Fall 2012

- 7. Dates of prior committee approvals:**

EALR Department	03/13/2012
CEBS Curriculum Committee	04/03/2012
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Music
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Robyn Swanson, robyn.swanson@wku.edu, 745-5925

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 514
- 1.2 Course title: Secondary Music Curriculum
- 1.3 Credit hours: 3

2. Current course catalog listing:

Training the music teacher to provide orientation experiences for junior and senior high school non-performers.

3. Proposed course catalog listing:

Includes advanced study of 21st century music education curriculum-instruction- assessment and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.

4. Rationale for revision of the course catalog listing:

We are updating the language to reflect current pedagogy, vocabulary and practice.

5. Proposed term for implementation: Spring, 2013

6. Dates of prior committee approvals:

Department of Music Graduate Faculty	March 20, 2012
PCAL Curriculum Committee	April 5, 2012
Professional Education Council	_____
Gradate Council	_____
University Senate	_____

Attachment: Course Inventory Form

**Potter College of Arts & Letters
Department of Music
Proposal to Revise a Program
(Action Item)**

Contact Person: Robyn Swanson, robyn.swanson@wku.edu; 745-5925

1. Identification of program:

- 1.1 Current program reference number: 0439
- 1.2 Current program title: Music Education for Teacher Leaders
- 1.3 Credit hours: 30-37 hrs.

2. Identification of the proposed program changes:

- Change program title to Music
This program will have 4 concentrations:
 1. Music Education/Teacher Leader (MUTL)
 2. Conducting/Teacher Leader (MUCT)
 3. Conducting (MUCN)
 4. Pedagogy (MUPD)

- Remove the following TCHL courses from the music education and the Conducting Teacher Licensure Rank-Change Concentrations
 - TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)*
 - TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)*
 - TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)*
 - TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)*
 - TCHL 554 – Student Assessment II: Standardized Testing (1 hour)*
 - TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)*

- Decrease the program credit hours from 30-37 to 30-36.
- Add MUS 509 and MUS 514 as required music education courses to the Conducting/Teacher Leader concentration
- Move MUS 518: Conducting course from Level 1 to the conducting/music education requirements of the Conducting/Teacher Leader concentration
- Choral emphasis students within both Conducting concentrations will be required to take 6 hours of MUS 519: Conducting Seminar, whereby Instrumental emphasis students will be required to take 3 hours of MUS 519: Conducting Seminar
- Add MUS 625: Graduate Capstone Project (Action Research Project) or TCHL 560: Action Research for Teacher Leaders in Professional Education Core, Level 1, Music Education/Teacher Leader and Conducting/Teacher Leader
- Add MUS 511: Research Methods in Music or TCHL 520: Principles of Action Research for Teacher Leaders

3. Detailed program description:

Program Description (Current)	Program Description (Proposed)
<p>1. The Master of Music graduate program has four areas of concentration: Music Education, Conducting for teacher licensure rank change, Conducting for non-teacher licensure rank change or Pedagogy. These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.</p> <p>The music education and conducting (teacher licensure rank change option) concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the pedagogy specialization would meet requirements for national certification through the Music Teachers National Association (MTNA).</p>	<p>1. The Master of Music graduate program has four areas of concentration: Music Education/Teacher Leader, Conducting/Teacher Leader, Conducting and Pedagogy. These provide continued development of (1) individual students which will result in enrichment of their personal lives and will enable them to preserve and extend cultural and diverse heritages; and (2) professional and scholarly competence in organization, interpretation, evaluation, communication, and dissemination of knowledge in the discipline.</p> <p>The Music Education/Teacher Leader and Conducting/Teacher Leader concentrations would further enable the teacher/practitioner to meet certification renewal requirements and rank changes mandated by the Commonwealth of Kentucky. Graduates in the Pedagogy concentration would meet requirements for national certification through the Music Teachers National Association (MTNA).</p>

Current Program	Proposed Program
<p><u>Admission Requirements:</u></p> <p><i>University Admission Requirements:</i></p> <ol style="list-style-type: none"> 1. Baccalaureate degree in music 2. Applicants who are alumni of WKU teacher preparation programs seeking the music education and conducting teacher licensure rank-change concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, or Vocal, or Instrumental). 3. Candidates who are alumni of WKU baccalaureate music degree programs seeking non-teacher licensure rank-change concentrations (conducting and pedagogy) must submit an application. 4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable. <p><i>Department of Music Admission Requirements:</i></p> <ol style="list-style-type: none"> 1) Prior to entrance: Audition on primary instrument or voice 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history <p>Music Core: Required for all 4 concentrations: 12 hrs. (Level 2 content core for the music education/conducting teacher licensure rank change programs)</p>	<p><u>Admission Requirements:</u></p> <p><i>University Admission Requirements:</i></p> <ol style="list-style-type: none"> 1. Baccalaureate degree in music 2. Applicants who are alumni of WKU teacher preparation programs seeking the Music Education/Teacher Leader and Conducting/Teacher Leader concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, Vocal, or Instrumental). 3. Candidates who are alumni of WKU baccalaureate music degree programs seeking non-teacher licensure rank-change concentrations (Conducting and Pedagogy) must submit an application. 4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable. <p><i>Department of Music Admission Requirements:</i></p> <ol style="list-style-type: none"> 1) Prior to entrance: Audition on primary instrument or voice 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history <p>Music Core: Required for all 4 concentrations: 12 hrs. (Level 2 content core for the Music Education/Teacher Leader and Conducting/Teacher Leader) MUS 500: Theory 3 hrs.</p>

<p>MUS 500: Theory 3 hrs. MUS 530: Music Literature 3 hrs. MUS 511: Research Methods in Music 3 hrs. Or TCHL 560: Action Research for Teacher Leaders MUS 525: Music and Human Experience 3 hrs.</p>	<p>MUS 530: Music Literature 3 hrs. MUS 511: Research Methods in Music 3 hrs. Or TCHL 520: Principles of Action Research for Teacher Leaders MUS 525: Music and Human Experience 3 hrs.</p>
<p>1. Music Education Teacher Licensure Rank-Change Concentration: 12-19 hrs. (Level 1) Professional Music Education Core Required music education courses (9 hours) MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours) MUS 514 – Secondary Music Curriculum (3 hours) MUS 625: Capstone Project (To be completed as an exit requirement.) (3 hours)</p>	<p>Music Elective Hours for all concentrations: MUS 513: Directed Ind. Study 3 hrs. MUS 518: Advanced Conducting 3 hrs. MUS 538: Directed Ind. Study 3 hrs. MUS 553: Applied Principal 2 hrs. MUS 550: Applied Music Secondary Performing Ensemble 1 hr. selected from: MUS 540, 541, 544, 545, 547, 548, 549, 571 or 574</p>
<p>Professional Education Courses 3-10 hours *TCHL 500 – Foundations of Teacher Leadership (3 hours) Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required. <i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i> <i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i> <i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i></p>	<p>1. Music Education/Teacher Leader Concentration: 12 hrs. (Level 1) Professional Education Core *TCHL 500 – Foundations of Teacher Leadership (3 hours) (Required the first semester of admission to the program.) MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours) MUS 514 – Secondary Music Curriculum (3 hours) MUS 625: Graduate Capstone Project (Action Research Project, an exit requirement) (3 hours) or TCHL 560: Action Research for Teacher Leaders</p>
<p>Professional Education Courses 3-10 hours *TCHL 500 – Foundations of Teacher Leadership (3 hours) Based on student assessment, the outcomes of TCHL 500 and advisor recommendation, the following courses may be required. <i>TCHL 540 – Classroom Instruction: Instructional Strategies (1 hour)</i> <i>TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hour)</i> <i>TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hour)</i></p>	<p>*Competencies included in TCHL 530, 540, 544, 548, 550, 554, and 558 are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the TCHL 558 course. Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, 540, 544, 548, 550, 554, and 558. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509 and 514. They would be provided with</p>

TCHL 550 – Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II: Standardized Testing (1 hour)

TCHL 558 – Student Assessment III: Classroom Tests and Instruments (2 hours)

*(Required the first semester of admission to the program.)

Elective Hours: (6)

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hour MUS 512 workshop is required for the music education concentration and MUS 519: Conducting Seminar is required for the conducting concentration.

2. Conducting Teacher Licensure Rank-Change Concentration: 12-19 hrs. (Level 1) Professional Music Education Core

Required music education courses (9 hours)

MUS 518: Conducting (3 hours)

Either MUS 509- Music Curriculum in the Elementary and Middle Schools (3 hours)

or MUS 514 – Secondary Music Curriculum (3 hours)

MUS 625: Capstone Project either Conducting or the Music Education (To be completed as an exit requirement.) (3 hours)

Professional Education Courses 3-10 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

Based on student assessment, the outcomes of TCHL 500 and advisor

advanced learning experiences associated with the courses or would be permitted to substitute another course. The music education critical performances are loaded in the unit's accountability system (E-PASS).

Elective Hours: (6)

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies, etc. **MUS 512 is a required course. Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512.**

Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses 550 & 554.

Total Music Education/Teacher Leader hours: 30

2. Conducting/**Teacher Leader** Concentration: (Please refer to the Music Education concentration for Level 1 Professional Education Core Requirements, 12 hrs.).

Conducting/Teacher Leader Requirements: (9-12 hours)

MUS 518: Conducting (3 hours)

MUS 519: Conducting Seminar (3 to 6 hours)

Choral Emphasis: 6 hours

Instrumental Emphasis: 3 hours

MUS 512: Music Education Workshop (3 hours)

Competencies included in TCHL 550, 554, and 558 are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with

students enrolled in the TCHL courses 550 & 554

Total Conducting/Teacher Leader hours: 33-36

recommendation, the following courses may be required.

TCHL 540 – Classroom Instruction:

Instructional Strategies (1 hour)

TCHL 544 – Classroom Instruction:

Equitable School and Community

Partnerships (1 hour)

TCHL 548 – Classroom Instruction:

Managing the Learning Environment (1 hour)

TCHL 550 – Student Assessment I:

Fundamentals of Student Assessment (1 hour)

TCHL 554 – Student Assessment II:

Standardized Testing (1 hour)

TCHL 558 – Student Assessment III:

Classroom Tests and Instruments (2 hours)

*(Required the first semester of admission to the program.)

Elective Hours: (6)

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. A 3-hours MUS 512 workshop is required for the music education concentration and MUS 519: Conducting Seminar is required for the conducting concentration. MUS 519 may be taken for a total of 6 hours.

Total teacher licensure rank change program hours: 30-37

3. Conducting for non-teacher licensure rank change concentration: 12hrs.

MUS 518: Advanced Conducting 3 hrs.

MUS 519: Conducting Seminar 3-6 hrs.

Ensemble 1 hr.

Applied Lessons in conducting 2 hrs.

MUS 625: Capstone Project 3 hrs.

Elective Hours: (6)

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons,

3. **Conducting Concentration:** 12 hrs.

MUS 518: Advanced Conducting 3 hrs.

MUS 519: Conducting Seminar 3-6 hrs.

Choral Emphasis: 6 hours

Instrumental Emphasis: 3 hours

Ensemble 1 hr.

Applied Lessons in conducting 2 hrs.

MUS 625: **Graduate** Capstone Project 3 hrs.

Elective Hours: (6)

Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles,

<p>independent studies etc. MUS 519 may be taken for a total of 6 hours. Total Program hours: 30 hours</p> <p>4. Pedagogy Concentration: 12 hrs. (Leads to MTNA National Certification) MUS 520: Advanced Pedagogy 3 hrs. MUS 513: DIS in Pedagogy 3 hrs. Ensemble 1 hr. Applied Lessons 2 hrs. MUS 625: Capstone Project 3 hrs.</p> <p>Elective Hours: (6) Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. Total Program hours: 30 hrs.</p> <p><u>Program Exit Requirements:</u> 1. Comprehensive Capstone Project: MUS 625 Conducting: Conducting project and program notes Music Education: Action Research Project Pedagogy: Lecture recital and corresponding research paper 2. Oral comprehensive exam A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.</p>	<p>lessons, independent studies etc. MUS 519 may be taken for a total of 6 hours. Total Program hours: 30-33 hours</p> <p>4. Pedagogy Concentration: 12 hrs. (Leads to MTNA National Certification) MUS 520: Advanced Pedagogy 3 hrs. MUS 513: DIS in Pedagogy 3 hrs. Ensemble 1 hr. Applied Lessons 2 hrs. MUS 625: Graduate Capstone Project 3 hrs.</p> <p>Elective Hours: (6) Elective hours must be music courses selected from the other graduate offerings: workshops, ensembles, lessons, independent studies etc. Total Program hours: 30 hrs.</p> <p><u>Program Exit Requirements:</u> 1. Graduate Capstone Project: MUS 625 Conducting and Conducting/Teacher Leader: Conducting project and program notes Music Education/Teacher Leader: Action Research Project Pedagogy: Lecture recital and corresponding research paper 2. Oral comprehensive exam A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications.</p>
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4. Rationale for the proposed program change:

The Kentucky Education Professional Standards Board (ESPB) approved the Music Education/Teacher Leader concentration with embedded and shared Teacher Leader course work. To comply with the Kentucky EPSB approved Music Education/ Teacher Leader concentration course work, the Conducting/Teacher Leader concentration increased by 3-6 hours. For the Conducting concentration, the variable hours reflect if the candidate is required to take 6 hours of MUS 519: Conducting Seminar.

5. Proposed term for implementation and special provisions (if applicable): Fall 2012
(Implementation date is flexible depending on accreditation agency approval.)

6. Dates of prior committee approvals:

Department of Music Graduate Faculty: March 20, 2012

PCAL Curriculum Committee April 5, 2012

Professional Education Council

Graduate Council

University Senate