

REVISED AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, September 8, 2010
Tate Page Hall 334

- I. Consideration of the Minutes from the July 14, 2010 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas). Also, consideration of minutes from the two electronic votes taken June 25 and August 6 (in this agenda packet.)
- II. New Business
- A. Office of Teacher Services-CEBS**
- Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit August 12, 2010 to September 8, 2010
 - Student Teacher Candidates for Fall 2010 – Qualified 9/8/10
- B. Potter College of Arts and Letters – Department of Music**
1. Delete a Program – 022, Master of Arts in Education, Music Minor
 2. Revise Course Catalog Listing-MUS 100, Theory I
 3. Revise Course Catalog Listing-MUS 101, Theory II
 4. Revise Course Catalog Listing-MUS 200, Theory III
 5. Revise Course Catalog Listing-MUS 201, Theory IV
 6. Delete a Course-MUS 440, Choral Union
 7. Delete a Course-MUS 440G, Choral Union
 8. Create a New Course-MUS 540, Choral Union
 9. Create a New Course-MUS 541, University Choir
 10. Create a New Course-MUS 544, University Orchestra
 11. Create a New Course-MUS 545, Chamber Singers
 12. Create a New Course-MUS 547, Marching Band
 13. Create a New Course-MUS 548, Band
 14. Create a New Course-MUS 549, Chamber Music
 15. Create a New Course-MUS 550, Applied Music Secondary
 16. Create a New Course-MUS 553, Applied Music Principal
 17. Create a New Course-MUS 571, Jazz Ensemble
 18. Create a New Course-MUS 574, Opera Theatre
 19. Revise a Program – 089, Master of Arts in Education with a Major in Music
 20. Revise a Program – 593, Bachelor of Music, Concentration in Music Education Instrumental Sequence
 21. Revise a Program – 593, Bachelor of Music, Concentration in Music Education Integrated Sequence
 22. Revise a Program – 593, Bachelor of Music, Concentration in Music Education Vocal Sequence

Department of History (Potter College continued)

1. Revise a Program – 111 (major) 017 (minor) Master of Arts in Education History, major or minor

C. Ogden College of Science and Engineering – Department of Geography and Geology

1. Delete a Course – GEOG 101, Principles of Human Geography

D. College of Health and Human Services-Department of Kinesiology, Recreation and Sport

1. Create a New Course – PE 507, Sport in Multicultural Society
2. Create a New Course – PE 511, Coaching Theory
3. Create a New Course – PE 512, Administrative Practice in KRS
4. Revise a Program – 090, Master of Science in Physical Education

III. Other Business

- Diversity Proficiencies Policy
- Task Force Recommendations to EPSB on Admission and Clinical Experiences

**Professional Education Council
Electronic Vote Minutes – June 25, 2010**

An electronic vote on the eleven (11) master planned fifth-year non-degree redesign proposals was sent to the voting members of the Professional Education Council on Friday, June 25th. The proposals that were attached for this electronic vote contained changes made consistent with the understanding of what the Educational Professional Standards Board had approved.

This electronic vote passed unanimously.

**Susan Krisher
PEC Recording Secretary**

**Professional Education Council
Electronic Vote Minutes – August 6, 2010**

Two lists from the Office of Teacher Services was sent out electronically on August 6th. These lists needed to be voted on electronically before the next PEC meeting in September.

(1) List of Candidates Completing Requirements for Admission to the Professional Education Unit - July 15, 2010 to August 11, 2010

(2) List of Student Teacher Candidates for Fall 2010

This electronic vote passed unanimously.

**Susan Krisher
PEC Secretary**

**CANDIDATES COMPLETING REQUIREMENTS FOR ADMISSION TO
PROFESSIONAL EDUCATION UNIT
August 12, 2010 - September 8, 2010**

Elementary P-5

Bollinger, Brittney
Houser, Paul
McLaughlin, Jamie
Pedigo, Hope
Pegram, Amber
Shell, Emily
Wilson, Melissa

Middle Grades

Ashmore, Joseph	SS/ENG
Dukes, Brandon	SS/ENG
Rhodes, Michelle	Math/Science
Robinson, Bryan	SS/ENG
Troll, Michael	SS/ENG
White, Daniel	SS/Science
Whitney, Jennifer	SS/ENG
Woods, Joshua	Science

Sky Teach

Burgett, Nikolette	Math/Science
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5-12

Crafton, Brooke	FCS
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P-12

Goodman, Clay	PE
Griffin, Carolyn	MUSIC
Hartley, Daniel	PE
Nash, Shelby	PE
O'Brien, Maika	LBD/MSD
Page, Brooke	Spanish
Patrick, Stephen	PE

Secondary

Combs, Caitlin	English
Jewel, Kristina	Social Studies
Lawrence, Holly	English
Pardue, Kevin	Social Studies
Perkins, William	English
Puckett, Kayla	English
Raymer, Emily	Biology
Tucker, Brandon	English

IECE

Abel, Christina
Ligon, Tara
Thomas, Brenda

Masters

Ahart, Lauren	CD
Allen, Nicole	CD
Aryeh, Rachel	CD
Begley, Kelly	CD
Bonar, Elizabeth	LME
Bowden, Samantha	CD
Breden, Sharon	LBD
Burg, Alysa	CD
Cook, Kendall	Middle School Science
Corley, Lindsey	English
Cornwell, Catherine	Chemistry
Christner-Rahn, Whitney	CD
Danhauer, Kaci	CD
DeCarlo, Monica	Spanish
Dyman, Galina	CD
Fichner, Katelyn	CD
Fry, Ashley	CD
Gould, Leah	CD
Harlan, Cecilee	CD
Haycroft, Jason	Math
James, Jamie	LBD
James, Joshua	LBD
Johnson, Leah	CD
Jones, Kelley	CD

Kaplan, Chaya	CD
King, Nancy	CD
Klein, Miriam	CD
Kronglas, Shira	CD
Laufer, Tehila	CD
Lawrence, Sarah	LBD
Lowenthal, Esther	CD
Markovitz, Hadassa	CD
Matney, Ashleigh	CD
Pagliarini-Patterson, Lena	CD
Perry, Candace	LBD
Proffitt, Margaret	Spanish
Ray, Heath	LBD
Roach, Joshua	LBD
Semmel, Katelyn	CD
Shamie, Naomi	CD
Skeens, Tiffany	Spanish
Smith, Chelsey	CD
Summers, Carah	CD
Thav. Chaya	CD
Wesley, Erin	CD
Weider, Faigy	CD
Williams, George	LBD
Wright, Kay	LBD
Yount, Susan	CD

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 2010

*****QUALIFIED***9/8/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY

STUDENT TEACHER CANDIDATES FOR FALL 2010

*****APPLICATION PENDING***9/8/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY

STUDENT TEACHER CANDIDATES FOR FALL 2010

*****APPLICATION WITHDRAWN PER STUDENT***9/8/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY
	AUTUMN	SMITH	ELED	Withdrew 8/30/10 for personal reasons
	JOE	SMITH	ELED	Withdrew 9/1/10 for health and financial reasons (3 rd time)
	REBECCA	RAYMER	MGE/SCIENCE	Withdrew 8/19/10 for personal reasons
	HAYLEY	YOUNG	P-12/ART	Withdrew 8/10/10 for personal reasons

STUDENT TEACHER CANDIDATES FOR FALL 2010

*****APPLICATION WITHDRAWN NOT QUALIFIED***9/8/10*****

WKU ID	First	Last	MAJOR	DEFICIENCY

Proposal Date: 8-17-10

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Program
(Consent Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of program:

- 1.1 Program reference number: 022
- 1.2 Program title: Master of Arts in Education, Music Minor
- 1.3 Credit hours: 12-15 hrs.

2. Rationale for the program deletion:

The music minor of the MAE has not been available since 2002 when the graduate level music education graduate level programs were revised to meet the Kentucky Teacher Standards and Kentucky EPSB mandates. The MAE music minor was not included in those program revisions.

3. Effect on current students or other departments, if known:

No students are enrolled in the MAE/music minor program

4. Proposed term for implementation:

Spring, 2011

5. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
Potter College Arts and Letters Curriculum Committee	September 2, 2010
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 100
- 1.2 Course title: Theory I
- 1.3 Credit hours: 3

2. Current course catalog listing: Thorough training in the melodic, harmonic and rhythmic elements of music. Triads, intervals, keys, scales, cadences, notation, rhythmic reading, sight singing, melodic and harmonic dictation, keyboard harmony.

3. Proposed course catalog listing: Music fundamentals. Triads, intervals, keys, scales, cadences, notation, triads, four-part writing, analysis, non-chord tones, harmonization, rhythmic notation, sight singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 101
- 1.2 Course title: Theory II
- 1.3 Credit hours: 3

2. Current course catalog listing: Continuation of melodic and harmonic dictation. Dominant seventh chords, modal scales, key relationships, modulation and the study of four-part writing. Special drills in keyboard harmony.

3. Proposed course catalog listing: Seventh chords, inversions, chromatic harmony, suspensions. pedal point, writing for piano, four-part writing, harmonic analysis, rhythmic reading, sight singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 200
- 1.2 Course title: Theory III
- 1.3 Credit hours: 3

2. Current course catalog listing: Study of the harmonic technique of the eighteenth- and nineteenth-centuries. Harmonic dictation using non-harmonic tones and all seventh chords; four-part writing, modulation, keyboard harmony.

3. Proposed course catalog listing: Modulation, ninth/eleventh/thirteenth chords, jazz harmonization, modal, non-tertian, and twentieth century harmony, serialism, four-part writing, harmonic analysis, rhythm, sight-singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of course:

- 1.1 Course prefix (subject area) and number: MUS 201
- 1.2 Course title: Theory IV
- 1.3 Credit hours: 3

2. Current course catalog listing: Continuation of Theory III drills. Chorale harmonization, altered chords, dictation of chorales. Contrapuntal techniques of the eighteenth-century.

3. Proposed course catalog listing: Form and analysis Baroque/Classical/Romantic eras, piano sonatina composition, harmonic analysis, improvisation, rhythmic reading, sight-singing, melodic/harmonic dictation, keyboard harmony.

4. Rationale for revision of the course catalog listing: New catalog listing is intended to more accurately reflect the current distribution of content in the four-course music theory sequence (100, 101, 200, 201).

5. Proposed term for implementation: Spring 2011

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 23, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Course
(Consent Item)**

Contact Person: Mitzi Groom, Department of Music, head, mitzi.groom@wku.edu, 5-3751

1. Identification of courses:

1.1, 1.2, 1.3: Course/course title/credit hours

- MUS 440/Choral Union/1 hr.
- MUS 441/University Choir/1 hr.
- MUS 444/University Orchestra/1 hr.
- MUS 445/Chamber Singers/1 hr.
- MUS 447/Marching Band/1 hr.
- MUS 448/Band/1 hr.
- MUS 449/Chamber Music/1 hr.
- MUS 450/Applied Secondary/1 hr.
- MUS 453/Applied Principal/2 hr.
- MUS 471/Jazz Ensemble/1 hr.
- MUS 474/Opera Theatre/1 hr.

2. Rationale for the course deletion: These courses are no longer offered in the Department of Music but had been held over in order to offer the like-numbered 400G courses. The graduate level courses are in the process of being renumbered at the 500 level, thus eliminating the need for the 400 and 400G listings.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Department of Music	August 19, 2010
Potter College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: August 23, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Delete a Course
(Consent Item)**

Contact Person: Mitzi Groom, Department of Music, head, mitzi.groom@wku.edu, 5-3751

1. Identification of courses:

1.1, 1.2, 1.3: Course/course title/credit hours

MUS 440G/Choral Union/1 hr.

MUS 441G/University Choir/1 hr.

MUS 444G/University Orchestra/1 hr.

MUS 445G/Chamber Singers/1 hr.

MUS 448G/Band/1 hr.

MUS 449G/Chamber Music/1 hr.

MUS 450G/Applied Secondary/1 hr.

MUS 453G/Applied Principal/2 hr.

MUS 471G/Jazz Ensemble/1 hr.

2. Rationale for the course deletion: These courses are no longer offered in the Department of Music but had been held over in order to offer the like-numbered 400G courses. The graduate level courses are in the process of being renumbered at the 500 level, thus eliminating the need for the 400 and 400G listings.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Spring 2011

5. Dates of prior committee approvals:

Department of Music August 19, 2010

Potter College Curriculum Committee _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 540
- 1.2 Course title: Choral Union
- 1.3 Abbreviated course title: Choral Union
- 1.4 Credit hours and contact hours: 1 hr. 2-4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing: Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 440 G level of identification and classify it as a 500 level graduate course (MUS 540).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate choral union ensembles. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
The student will perform masterworks of choral music from a variety of historical periods and cultures.
The students will sing with proper and appropriate vocal technique.
- 3.2 Content outline: Choral music repertoire will vary from semester to semester.
- 3.3 Student expectations and requirements:
The student will bring music to each rehearsal and performance. The student will bring a sharpened pencil and take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly

rehearsals and on each concert. Graduate students will be expected to assume leadership roles.

- 3.4 Tentative texts and course materials:
Music which is purchased at the beginning of the semester and a sharpened pencil.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 541
- 1.2 Course title: University Choir
- 1.3 Abbreviated course title: University Choir
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 441 G level of identification and classify it as a 500 level graduate course (MUS 541).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate chorale ensemble. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To form a unified ensemble dedicated to the choral art.
 - To rehearse and learn music of high quality from various styles and historical periods.
 - To enhance the vocal development of each individual singer.
 - To reflect credit in the University, the Music Department and the ensemble itself by demonstration of high standards of preparation, performance, appearance, and pride.
- 3.2 Content outline: Choral music repertoire will change semester to semester.

3.3 Student expectations and requirements: The student will bring music to each rehearsal and performance. The student will bring a sharpened pencil and take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly rehearsals and on each concert. Graduate students will be expected to assume leadership roles.

3.4 Tentative texts and course materials:
Music which is purchased at the beginning of the semester and a sharpened pencil.
Mandatory performance attire.

4. Resources:

4.1 Library resources: NA

4.2 Computer resources: NA

5. Budget implications:

5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.

5.2 Special equipment needed: NA

5.3 Expendable materials needed: NA

5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 544
- 1.2 Course title: University Orchestra
- 1.3 Abbreviated course title: University Orchestra
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 444 G level of identification and classify it as a 500 level graduate course (MUS 544).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate university orchestra. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To recreate faithfully the artistic intention of the composer
 - To perform music at the highest artistic and technical level
 - To grow musically and professionally
- 3.2 Content outline: Orchestra repertoire will change semester to semester.
- 3.3 Student expectations and requirements: An orchestra performs at its best when all members are actively participating. Therefore, you are expected to be at every rehearsal on time and stay for the full duration of the rehearsal. If you must come

late or leave early, clear it with the director in advance. Graduate students will be expected to assume leadership roles.

- 3.4 Tentative texts and course materials:
Music which is provided by the university.
The student music provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 545
- 1.2 Course title: Chamber Singers
- 1.3 Abbreviated course title: Chamber Singers
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 445 G level of identification and classify it as a 500 level graduate course (MUS 545).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate chorale ensemble. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - To form a unified ensemble dedicated to the choral art.
 - To rehearse and learn music of high quality from various styles and historical periods.
 - To enhance the vocal development of each individual singer.
 - To reflect credit in the University, the Music Department and the ensemble itself by demonstration of high standards of preparation, performance, appearance, and pride.
- 3.2 Content outline: Choral music repertoire will change semester to semester.

3.3 Student expectations and requirements: The student will bring music to each rehearsal and performance. The student will bring a sharpened pencil and take an active part in each rehearsal. The student will fully participate (sing all pieces as written and rehearsed) in weekly rehearsals and on each concert. Graduate students will be expected to assume leadership roles.

3.4 Tentative texts and course materials:
Music which is purchased at the beginning of the semester and a sharpened pencil.
Mandatory performance attire.

4. Resources:

4.1 Library resources: NA

4.2 Computer resources: NA

5. Budget implications:

5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.

5.2 Special equipment needed: NA

5.3 Expendable materials needed: NA

5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 547
- 1.2 Course title: Marching Band
- 1.3 Abbreviated course title: Marching Band
- 1.4 Credit hours and contact hours: 1 hr. 6 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 447 G level of identification and classify it as a 500 level graduate course (MUS 547).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate level of marching band. Graduate students will be required to assume leadership roles (i.e. section leader).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied marching band repertoire in a large ensemble setting.
- 3.2 Content outline: Marching band repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. Graduate students will be expected to assume leadership roles.
- 3.4 Tentative texts and course materials:
Music which is provided by the university.

The student music provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 548
- 1.2 Course title: Band
- 1.3 Abbreviated course title: Band
- 1.4 Credit hours and contact hours: 1 hr. 3-5 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 448 G level of identification and classify it as a 500 level graduate course (MUS 548).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate symphonic band. Graduate students will be required to assume leadership roles (i.e. section leader or assistant conducting responsibilities).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied wind band repertoire in a large ensemble setting.
- 3.2 Content outline: Symphonic band repertoire will change semester to semester.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. Graduate students will be expected to assume leadership roles.
- 3.4 Tentative texts and course materials:
Music which is provided by the university.

The student music provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 549
- 1.2 Course title: Chamber Music
- 1.3 Abbreviated course title: Chamber Music
- 1.4 Credit hours and contact hours: 1 hr. 2 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Students enrolled in this course have attained considerable ability and a performer. This course can include all types of instrumental and choral chamber music literature.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 449 G level of identification and classify it as a 500 level graduate course (MUS 549).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate level of chamber music. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied chamber literature.
- 3.2 Content outline: Chamber music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. Graduate students will be expected to assume leadership roles.
- 3.4 Tentative texts and course materials:
Music which is provided by the university.
The student music provide the instrument and accessories.

Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 550
- 1.2 Course title: Applied Music Secondary
- 1.3 Abbreviated course title: Applied Music Secondary
- 1.4 Credit hours and contact hours: 1 hr. 1 hr. per week
- 1.5 Type of course: Applied music: private or small-group instruction
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Applied study intended for beginners and requires no audition.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 450 G level of identification and classify it as a 500 level graduate course (MUS 550).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate level of applied study. Graduate students will be required to study and perform music repertoire at a beginning level.
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level applied secondary lesson offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to begin development of their musicianship through the study and performance of varied graduate-level music repertoire.
- 3.2 Content outline: Graduate-level music repertoire varies in accordance with instrument/vocal studio instructor.
- 3.3 Student expectations and requirements: Students are expected to come to every lesson prepared. Graduate students will be expected to demonstrate musicianship skills at a novice level.
- 3.4 Tentative texts and course materials:
Music which is provided by the student.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 553
- 1.2 Course title: Applied Music Principal
- 1.3 Abbreviated course title: Applied Music Principal
- 1.4 Credit hours and contact hours: 2 hr. 1 hr. per week
- 1.5 Type of course: Applied music: private or small-group instruction
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Applied study assumes graduate-level proficiency

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 453 G level of identification and classify it as a 500 level graduate course (MUS 553).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department: Graduate equivalent to the undergraduate level of applied study. Graduate students will be required to study and perform graduate-level music repertoire.
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions: All institutions that offer a graduate degree in music have graduate-level applied lesson offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied graduate-level music repertoire.
- 3.2 Content outline: Graduate-level music repertoire varies in accordance with instrument/vocal studio instructor.
- 3.3 Student expectations and requirements: Students are expected to come to every lesson prepared. Graduate students will be expected to demonstrate musicianship skills at an advanced level.
- 3.4 Tentative texts and course materials:
Music which is provided by the student.

4. Resources:

- 4.1 Library resources: NA

4.2 Computer resources: NA

5. Budget implications:

5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.

5.2 Special equipment needed: NA

5.3 Expendable materials needed: NA

5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 571
- 1.2 Course title: Jazz Ensemble
- 1.3 Abbreviated course title: Jazz Ensemble
- 1.4 Credit hours and contact hours: 1 hr. 6 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 471 G level of identification and classify it as a 500 level graduate course (MUS 571).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of jazz ensemble. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied jazz ensemble literature.
- 3.2 Content outline: Jazz music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. Graduate students will be expected to assume leadership roles.
- 3.4 Tentative texts and course materials:
Music which is provided by the university.

The student music provide the instrument and accessories.
Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: August 17, 2010

**Potter College of Arts and Letters
Department of Music
Proposal to Create a New Course
(Action Item)**

Contact Person: Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: MUS 574
- 1.2 Course title: Opera Theatre
- 1.3 Abbreviated course title: Opera Theatre
- 1.4 Credit hours and contact hours: 1 hr. 4 hrs. per week
- 1.5 Type of course: Ensemble performance
- 1.6 Prerequisites/corequisites: none
- 1.7 Course catalog listing:
Performing ensembles are open to the entire campus community and most require an audition prior to membership. Specific ensembles are required for music degrees.

2. Rationale:

- 2.1 Reason for developing the proposed course: Delete the 474 G level of identification and classify it as a 500 level graduate course (MUS 574).
- 2.2 Projected enrollment in the proposed course: 1-5 per semester
- 2.3 Relationship of the proposed course to courses now offered by the department:
Graduate equivalent to the undergraduate level of opera theatre. Graduate students will be required to assume leadership roles (i.e. section leader, conductor).
- 2.4 Relationship of the proposed course to courses offered in other departments:
None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
All institutions that offer a graduate degree in music have graduate-level ensemble offerings.

3. Discussion of proposed course:

- 3.1 Course objectives:
Students will have the opportunity to develop their musicianship through the study and performance of varied opera literature.
- 3.2 Content outline: Opera music repertoire will change year to year.
- 3.3 Student expectations and requirements: Students are expected to come to every rehearsal prepared. Graduate students will be expected to assume leadership roles.
- 3.4 Tentative texts and course materials:
Music which is provided by the university.

Mandatory performance attire.

4. Resources:

- 4.1 Library resources: NA
- 4.2 Computer resources: NA

5. Budget implications:

- 5.1 Proposed method of staffing: Ensemble director. No additional faculty are needed.
- 5.2 Special equipment needed: NA
- 5.3 Expendable materials needed: NA
- 5.4 Laboratory materials needed: NA

6. Proposed term for implementation: Spring 2011

7. Dates of prior committee approvals:

MUS Department/Division:	8-19-10
PCAL Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Robyn Swanson, Department of Music
E-mail Address: robyn.swanson@wku.edu
Phone: 745-5925

1. Identification of program:

- 1.1 Current program reference number: 089
- 1.2 Current program title: Master of Arts in Education with a Major in Music Education
- 1.3 Credit hours: 30-33 hrs.

2. Identification of the proposed program changes:

- Revise program title: MAE in Music Education for Teacher Leaders
- Delete the 400 level G numbers for applied music and ensembles
- Add the 500 level numbers for applied music and ensemble
- College of Education revisions to the Admission Requirements, i.e., GPA

3. Detailed program description:

Old Program	New Program
<p>Admission Requirements: To be eligible for admission to the Master of Arts in Education applicants must:</p> <ul style="list-style-type: none"> • hold or be eligible to hold a provisional certificate at the secondary level or have a valid secondary education conversion program on file with the Office of Teacher Admissions, Certification and Student teaching. (Note: Conversion program must be completed prior to or simultaneously with the Master of Arts in Education). • Candidates must declare both a major and minor (one or the other must be in education). • Meet the requirements for acceptance into Graduate College as stated in the Western Kentucky University Graduate Catalog. The requirements include a "GAP" score (product of the GRE score times the overall undergraduate grade point average) of 3500 or higher. <p>The Master of Arts in Education requires the development of a Professional Growth Plan (PGP) and a Portfolio which reflect satisfactory progress toward the attainment of the Experienced Teacher Standards. In addition, a written comprehensive examination is required at the conclusion of course work. The PGP, Portfolio, and all courses must be successfully</p>	<p>Admission Requirements: (Criteria vary, depending on the student's undergraduate institution and GPA):</p> <ul style="list-style-type: none"> 1. No GRE qualifying score will be required for applicants who are graduates of a WKU teacher preparation program, as long as they have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application. 2. 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 have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application. 3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application.

completed before the recommendation for rank change is made.

All hours over thirty (30) taken on a Master of Arts program may transfer to a Rank I program in music.

Program Sequence

EDU/MUS 501 must be taken during the first semester entering current certification program, PDP is developed.

EDU/MUS 596 must be completed or enrolled in last semester of course work, portfolio reflecting Experienced Teacher Performance is presented.

A. Professional Education 9-12 hrs:

EDU 544 - Classroom Teaching Strategies 3 hrs

SEC 580 - Curriculum 3 hrs
or MGE 571 - Middle School Curriculum
or ELED 503 - Org. of Elementary School Curriculum

PSY 510 - Advanced Educational Psychology 3 hrs
or PSY 511 - Psychology of Learning
and:

EXCED 516 - Child with Exceptionalities# (3 hrs))
required unless EXED on undergrad transcript.

B. Music Core Content 9-12 hrs from:

MUS 500 - Seminar in Theory 3 hrs

MUS 518 - Advanced Conducting 3 hrs

MUS 525 - Music and Human Experience 3 hrs

MUS 530 - Music Literature 3 hrs

MUS 538- Directed Ind. Study (Music) 3 hrs

MUS 453G, - Applied Principal 2 hrs

MUS 450 G-Applied Music Secondary 1 hr.

Performing Ensembles:

MUS 440G, 441G, 444G, 445G, 448G, 471G , 449 G- 1 hr

C. Music Education 12 hrs from:

Required (3 hours):

EDU/MUS 501 - Seminar: Designing the PDP (MUS) 2 hr

EDU/MUS 596 -

Seminar: Standards Based Professional Portfolio (MUS) 1 hr

Elected from the following (6 hours):

MUS 509 - General Music, Elem/Middle 3 hrs

MUS 512* - Workshop (1-3 hours with a total of 6)

MUS 513* - Directed Independent Study 3 hrs

MUS 514 - General Music, Secondary 3 hrs

MUS 540 - Music Practicum 1 hr

Applicable courses from component B:

MUS 525 - Music and Human Experience 3 hrs

MUS 453G, - Applied Principal 2 hrs

Performing Ensembles :

*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.

(Level 1) Professional Education Core—12-19 hours

TCHL 500 – Foundations of Teacher Leadership (3 hours)

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

MUS 514 – Secondary Music Curriculum (3 hours)

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)

MUS 511: Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (3 hours)

Courses in boldface are required.

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.

(Level 2) Specialization Component—18 hours

Advisor-approved elective courses selected from discipline in which student is certified.

Music Core Content 12 hrs from:

<p>MUS 440G, 441G, 444G, 445G, 448G, 471G 1 hr *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513; 1 MUS 512 is required.</p> <p>Research Tool: 3 hours *MUS 511 - Investigations in Music Education 3 hrs or EDFN 500 - Research Methods Continuous Assessment/Evaluation Procedures Benchmark and Feedback Loop: <u>Benchmark I: Admission Policies:</u> Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. Admission decisions are based upon both the undergraduate grade point average and the GRE General Test score. THE GAP score is the product of the GRE score x the overall undergraduate grade point and must be 3500 or higher. <u>Benchmark II: Advisement and Professional Growth Plan:</u> When a student is approved to enter the Rank II program, either master's degree or fifth year option, the individual will meet with the music program advisor to design the program of study and Professional Growth Plan that best addresses the educational needs of that student. Feedback loops are provided by the music program advisor who is responsible for reviewing the program of study, portfolio contents, and experiences with each candidate before the candidate registers for the next semester. <u>Benchmark III: Program of Study Form C:</u> All degree-seeking students must submit a planned program of study Form C to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program. Non-degree education programs are reviewed, approved and kept on file in the Office of Teacher Certification. The approved program must be on file before a letter certifying completion of hours can be sent to the appropriate board of education. <u>Benchmark IV: Admission to Candidacy Form D</u> After completion of 12 hours of course work, the students seeking master's degrees should submit Form D to the Office of Graduate Studies. The student will meet with the music advisor and review the student's progress in the program of study. This process admits a student to candidacy for the degree. This process is not applicable to the Fifth Year Program candidates. <u>Benchmark V: Comprehensive Examination: (last semester of course work)</u></p>	<p>MUS 500 - Seminar in Theory 3 hrs MUS 518 - Advanced Conducting 3 hrs MUS 525 - Music and Human Experience 3 hrs MUS 530 - Music Literature 3 hrs MUS 538- Directed Ind. Study (Music) 3 hrs MUS 553 - Applied Principal 2 hrs MUS 550 -Applied Music Secondary 1 hr. Performing Ensembles: Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 <u>Music Education : 6 hrs.</u> Elected from the following: MUS 512* - Workshop (1-3 hours with a maximum of 6) MUS 513* - Directed Independent Study 3 hrs Applicable courses from the music core: MUS 553, - Applied Principal 2 hrs Performing Ensembles : Select 1 hr. from the following MUS 540,541,544,545,547,548,549,571,574 *a maximum of 6 hours may be used from any combination of MUS 512 and MUS 513: 3 credit hours of MUS 512 is required. Program Completion Requirements: Candidates must successfully complete MUS 511- Investigations in Music Education or TCHL 560 – Action Research for Teacher Leaders (Course Grade of C or higher) and present research results in a venue approved by their advisor.</p>
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<p>The Master of Arts in Education Degree Program with a major in music, requires satisfactory completion of a comprehensive written examination. The student will take the written comprehensive exam after no more than nine hours remain on the approved program.</p> <p><u>Benchmark VI: Standards Based Professional Portfolio Presentation</u></p> <p>All Rank II music education candidates will present and defend their Standards Based Professional Portfolio to the appropriate music education and education faculty.</p> <p>After all degree requirements are satisfactorily met, the candidate must complete a degree application and return it to the Registrar's office.</p>	
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4. Rationale for the proposed program change: The title change reflects the distinction MAE/Music 089 Program and the MAE Music Teacher Leader Program as well as the deletion of 400 G courses and the addition of 500 level graduate courses.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011. By state regulation students may not be admitted to the existing programs (MAE/Music 089) after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

Music Department/Division: 8-17-10

PCAL Curriculum Committee 9-2-10

Professional Education Council

Graduate Council
University Senate

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education,
Instrumental Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160 Group Piano I	1
MUS 161 Group Piano II	1
MUS 260 Group Piano III	1
MUS 261 Group Piano IV	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 162 Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 417/338 Marching Band Tech./Strings DIS	2
MUS 407 Orchestration & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
TOTAL	72

NEW REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160/349 Group Piano I/Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 162 Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 417/338 Marching Band Tech./Strings DIS	2
MUS 407 Orchestration & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
MUS 344/347/348 Major Ensemble	1
TOTAL	72

4. Rationale for the proposed program change: Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to

substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

5. Proposed term for implementation and special provisions (if applicable):

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education, Integrated Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160 Group Piano I	1
MUS 161 Group Piano II	1
MUS 260 Group Piano III	1
MUS 261 Group Piano IV	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152/162 Diction/Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 414/417/338 Chor Mats./MB Tech./Strings DIS	2
MUS 405/407 Choral Arr./Orch. & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Opposite Area Ens.	1
MUS 340/341/344/347/348 Opposite Area Ens.	1
TOTAL = 77	

NEW REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160/349 Group Piano I/Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152/162 Diction/Group Voice	1
MUS 214 String Techniques	1
MUS 215 Brass Techniques	1
MUS 315 Clarinet/Sax Techniques	1
MUS 316 Flute/Double Reed Techniques	1
MUS 319 Percussion Techniques	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 416 Instrumental Methods	3
MUS 414/417/338 Chor Mats./MB Tech./Strings DIS	2
MUS 405/407 Choral Arr./Orch. & Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Major Ensemble	1
MUS 340/341/344/347/348 Opposite Area Ens.	1
MUS 340/341/344/347/348 Opposite Area Ens.	1
TOTAL = 77	

4. **Rationale for the proposed program change:** Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to

substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

5. Proposed term for implementation and special provisions (if applicable):

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September 2, 2010

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

Contact Person: Contact Person: Dr. Mitzi Groom, mitzi.groom@wku.edu, 745-3751

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music, concentration in Music Education,
Vocal Sequence
- 1.3 Credit hours: 72

2. Identification of the proposed program changes: Add the option for skilled pianists to substitute MUS 349 Accompanying in place of Group Piano I, II, III, and IV (MUS 160, 161, 260, and 261) to fulfill degree program requirements.

3. Detailed program description:

CURRENT REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160 Group Piano I	1
MUS 161 Group Piano II	1
MUS 260 Group Piano III	1
MUS 261 Group Piano IV	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152 Diction I	1
MUS 252 Diction II	1
MUS 166 Group Guitar	1
MUS 214 String Techniques	1
Guided Elective Tech. Course (215, 315, 316, 319)	1
MUS 349 Accompanying	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 415 Choral Methods	3
MUS 414 Choral Materials	2
MUS 405 Choral Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
TOTAL	72

NEW REQUIREMENTS	
MUS 100 Theory I	3
MUS 101 Theory II	3
MUS 200 Theory III	3
MUS 201 Theory IV	3
MUS 326 Music History I	3
MUS 327 Music History II	3
MUS 328 Music History III	3
MUS 160/349 Group Piano I/Accompanying	1
MUS 161/349 Group Piano II/Accompanying	1
MUS 260/349 Group Piano III/Accompanying	1
MUS 261/349 Group Piano IV/Accompanying	1
MUS 203 Music Technology	2
MUS 317 Conducting I	2
MUS 318 Conducting II	2
MUS 152 Diction I	1
MUS 252 Diction II	1
MUS 166 Group Guitar	1
MUS 214 String Techniques	1
Guided Elective Tech. Course (215, 315, 316, 319)	1
MUS 349 Accompanying	1
MUS 312 Teaching Music Elementary	3
MUS 412 Teaching Music Middle School	3
MUS 415 Choral Methods	3
MUS 414 Choral Materials	2
MUS 405 Choral Arranging	3
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 153 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 353 Applied Principal	2
MUS 155 Performance Attendance (P/F)	0
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
MUS 340/341 Major Ensemble	1
TOTAL	72

4. Rationale for the proposed program change: Students whose major/principal instrument is piano come to college with extensive background in piano performance, but often with little experience in accompanying. In order to be admitted as a music major on piano students must demonstrate a level of performance skill that meets or exceeds that necessary to complete the entire four-course sequence in Group Piano. Allowing these piano students to

substitute MUS 349 Accompanying for the degree requirements in Group Piano will extend their skill set in this vital aspect of piano performance.

5. Proposed term for implementation and special provisions (if applicable):

6. Dates of prior committee approvals:

Music Department/Division:	August 19, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: August 24, 2010

**Potter College
Department of History
Proposal to Revise a Program
(Action Item)**

Contact Person: Eric Reed (eric.reed@wku.edu, 745-5732)

- 1. Identification of program:**
 - 1.1 Current program reference number: Ref. # 111 (major) or Ref. #017 (minor)
 - 1.2 Current program title: Master of Arts in Education in History, major or minor
 - 1.3 Credit hours: 12-18

- 2. Identification of the proposed program changes:** Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.

3. Detailed program description:

Old Program	New Program
<p>Master of Arts in Education History, major Ref. # 111 or minor Ref. # 017 Since this program is designed for the public school teacher, the student following it must meet all requirements for renewing the teaching certificate. A minimum of 18 hours is required for a major. A maximum of 15 or a minimum of 12 hours is required for a minor. The remaining hours must be taken in professional education courses. For additional information regarding the secondary education aspects of this degree, consult the <i>Department of Curriculum & Instruction</i>.</p>	<p>Master of Arts in Education in History, major Ref. # 111 or minor Ref. # 017 The Master of Arts in Education History degree is designed for public school teachers who wish to specialize in history. Students may complete a major or a minor in history.</p> <p>Admission Requirements: Applicants must meet the admission requirements of the Graduate School, the History Department’s Master of Arts program, and the School of Teacher Education’s Master of Arts in Education program.</p> <ol style="list-style-type: none">1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* for Secondary.2. Applicants who completed their initial certification program at another Kentucky or out-of state institution with at least a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework must have or be eligible for a teaching certificate* for Secondary.3. Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have or be eligible for a teaching certificate for Secondary.4. Applicants must complete at least 18 undergraduate credit hours in history or equivalent. Applicants must have a GPA in undergraduate and graduate history

	<p>courses of at least 3.0, and an overall GPA of at least 2.75. Applicants must submit GRE General Test scores with their application. The GRE advanced test in history is not required for admission.</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p> <p>Program Completion Requirements: A minimum of 18 graduate credit hours in history is required for a major. A minimum of 12 graduate credit hours in history is required for a minor. The remaining credit hours must consist of Teacher Leader (TCHL) courses in the School of Teacher Education. For additional information regarding the secondary education aspects of this degree, consult the School of Teacher Education.</p>
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4. Rationale for the proposed program change: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master's and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of "teacher leader" courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

5. Proposed term for implementation and special provisions (if applicable): Spring 2011.

- By state regulation students seeking advanced certification may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.
- Students seeking initial certification at the graduate level (e.g., alternate route to certification, GSKyTeach) will continue to follow the current program requirements until a proposed new MAT degree program completes the university curriculum approval process and is approved by the Council on Post-Secondary Education and the Education Professional Standards Board. This is projected for Fall 2011.

6. Dates of prior committee approvals:

History Department:	August 24, 2010
PCAL Curriculum Committee	September 2, 2010
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: August 30, 2010

**Ogden College
Department of Geography and Geology
Proposal to Delete a Course
(Consent Item)**

Contact Person: Katie Algeo, Katie.algeo@wku.edu, 745-5922

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GEOG 101
- 1.2 Course title: Principles of Human Geography
- 1.3 Credit hours: 3

2. Rationale for the course deletion: GEOG 101 is being superseded by GEOG 330, Introduction to Cultural Geography. GEOG 101 currently satisfies General Education Category C. The department also offers GEOG 216 GIS and Society as a General Education Category C course, and that course is more appropriate for general education purposes.

3. Effect of course deletion on programs or other departments, if known:
None known

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

Geography and Geology Department: _____ 8/25/2010 _____

Ogden Curriculum Committee _____ 9/2/2010 _____

Professional Education Council _____

Undergraduate Curriculum Committee _____

University Senate _____

Attachment: Course Inventory Form

Proposal Date: July 13, 2010

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu, 745-3347

1. Identification of proposed course:

- 1.1 Course Prefix and Number: PE 507
- 1.2 Course title: Sport in Multicultural Society
- 1.3 Abbreviated course title: Sport in Multicultural Society
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing at WKU
- 1.7 Course catalog listing: An examination/understanding of the role of sport in America, its impact on the social structure and the leadership behavior's needed to ensure that the societal impact of sport is congruent with traditional American values.

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 507 Sport in a Multicultural Society will be required for the "Coaching Concentration" under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop an appreciation for the diverse population of those who participate and work in the field of coaching.
- 2.2 Projected enrollment in the proposed course: 15 – 20 student
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments:
CNS 555 Social and Cultural Diversity
PSY 520 Individual Differences and Diversity
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - University of Kentucky – KHP 781 – Diversity in Sport Organizations
 - Middle Tennessee State University - LSM 6730 Sociocultural, Philosophical, and Ethical Issues in Sport and Human Performance

3. Discussion of proposed course:

- 3.1 Course objectives:

- Articulate an understanding of the function of sport in the social structure of contemporary America. (Kentucky Standards 1 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.
 - Demonstrate an understanding of sport related problems of excess and deviance. (Kentucky Standards 1, 2 and 10).
Critical Performance---Develop an educational action plan designed to address and/or prevent these problems.
 - Demonstrate an understanding of the various contextual settings involving sports in America. (Kentucky Standards 1 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.
 - Demonstrates an understanding of the structural inequities of sport in contemporary America. (Kentucky Standards 1, 2 and 10).
Critical Performance---Class discussion board and a critical analysis paper which addresses this issue.
 - Demonstrates a vision of sport in America. (Kentucky Standard 10).
Critical Performance---Class discussion board and a reflection paper which addresses the question of “Sport in America: 2050”.
- 3.2 Content outline:
- The American social structure
 - The culture of sport in America
 - Interrelationship of organized sport and other societal institutions
 - The socialization effects of sport in America
 - Amateur sport in America
 - Corporate sport in America
 - Sport related issues of excess and deviance in America
 - The future: A vision of sport in America
- 3.3 Student expectations and requirements:
- Participation in online discussions from assigned readings
 - Completion of assigned questions related to course objectives
- 3.4 Tentative texts and course materials: Eitzen, Stanley (2009) Sport in Contemporary Society (8th Ed.) Pluto Press

4. Resources:

- 4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current KRS faculty
5.2 Special equipment needed: n/a
5.3 Expendable materials needed: n/a
5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: July 13, 2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: July 13, 2010

**College of Health and Human Services
Department of Kinesiology, Recreation and Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu, 745-3347

1. Identification of proposed course:

- 1.1 Course Prefix and Number: PE 511
- 1.2 Course title: Coaching Theory
- 1.3 Abbreviated course title: Coaching Theory
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing at WKU
- 1.7 Course catalog listing: The theory and analysis of leadership behavior in interscholastic athletics with an emphasis on developing leadership knowledge, personal behavior qualities and job related skills applicable in diverse interscholastic athletic settings

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 511 Coaching Theory will be required for the “Coaching Concentration” under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop experiences for organizational leadership principles and application to the organization and administration of coaching in interscholastic athletics. This course will also explore the theoretical insights and critical competencies involving coaching and interscholastic athletic programs at a variety of developmentally appropriate levels of competition.
- 2.2 Projected enrollment in the proposed course: 15 – 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: None
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - Ohio University – PESS 620 Foundations of Coaching
 - Ohio University - PESS 635 Psychology of Coaching

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Critique the strengths and weaknesses of a high school policy for interscholastic athletics procedures. (Kentucky Standard 4)

Critical Performance---Class Discussion Board and a Critical Analysis Paper that address this issue.

- Develop a research paper that summarizes leadership strategies for interscholastic athletics. (Kentucky Standard 7)

Critical Performance---Reflection Paper.

- Create an outline for the implementation of management strategies that focuses on athlete behaviors. (Kentucky Standard 8)
- Develop a management strategies outline.

Objective---Identify why short and long term goals are necessary leadership success. (Kentucky Standard 9)

- Develop short and long term goals for a variety of interscholastic athletic scenarios that are situation specific.
- Identify why and how discipline plans compliment incentive systems.(KentuckyStandard 10)

Critical Performance---Develop a discipline plan & incentive for a situation specific interscholastic athletics scenario.

- Communicates concepts, processes and knowledge of interscholastic athletics coaching leadership (Kentucky Standard 1)

Critical Performance---Outline an educational program for athletic personnel that ill communicate the concepts, processes and knowledge needed to become an effective coach/leader in educationally appropriate interscholastic athletics environment.

3.2 Content outline:

- Principles of Coaching
- Principles of Behavior
- Principles of Teaching
- Principles of Physical Training
- Principles of Management

3.3 Student expectations and requirements:

- Participation in online discussions from assigned readings
- Completion of assigned questions related to course objectives

3.4 Tentative texts and course materials: Martens, Rainier (2004) Successful Coaching (3rd Ed.) Human Kinetics Publishers

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Current KRS faculty
- 5.2 Special equipment needed: n/a
- 5.3 Expendable materials needed: n/a
- 5.4 Laboratory materials needed: n/a

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: July 13, 2010

CHHS Graduate Curriculum Committee Aug 30, 2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 7/13/2010

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Create a New Course
(Action Item)**

Contact Person: William Hey, william.hey@wku.edu 745-3347

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PE 512
- 1.2 Course title: Administrative Practice in KRS
- 1.3 Abbreviated course title: Administrative Practice in KRS
- 1.4 Credit hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Graduate Standing
- 1.7 Course catalog listing: Provide useful information and techniques related to the administration of physical education programs in both school and other settings. Students will focus on leadership that enhances the organization, management, planning and implanting programs and facilities.

2. Rationale:

- 2.1 Reason for developing the proposed course: PE 512 Administrative Practice in KRS will be required for the Physical Education and Coaching Concentrations under the new MS in Physical Education (Teacher Leader) program. This course will help the student develop experiences for leadership and organizational principles and applications to the organization and administration of physical education and coaching.
- 2.2 Projected enrollment in the proposed course: 15 to 20 students
- 2.3 Relationship of the proposed course to courses now offered by the department: REC 513 Recreation and Sport Administration
- 2.4 Relationship of the proposed course to courses offered in other departments: None
- 2.5 Relationship of the proposed course to courses offered in other institutions:
 - University of Kentucky – KHP 781, Leadership, Theory and Practice
 - Eastern Kentucky University – PHE 869, Organization and Administration of Sport
 - Ohio University – SASM 610, Athletic Administration Seminar

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Develop an understanding of the leadership principles of management and administration. (Kentucky Standard 10)
Critical Performance– Conceptualized action Discipline Plan, Classroom Procedures, Short and long term goals.

- Develop techniques in applying Leadership and management principles to physical education programs and facilities. (Kentucky Standard 1)
Critical Performance– Conceptualized action plan for facility procedures.
 - Develop methods and strategies for funding of physical education and coaching programs. (Kentucky Standard 1)
Critical Performance– Conceptualized action plan for short and long term funding goals.
- 3.2 Content outline:
- Philosophy
 - Time management
 - Communication
 - Curricular trends
 - Fiscal management
 - Curricular trends
 - Personnel management
- 3.3 Student expectations and requirements:
- Participation in online discussions from assigned readings
 - Completion of assigned questions related to course objectives
- 3.4 Tentative texts and course materials: Administration of Physical Education For Schools and Colleges, 3rd Edition, The Ronald Press Company, w York, French, Esther and Nelson G. Lehsten

4. Resources:

- 4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: Present Faculty
5.2 Special equipment needed: N/A
5.3 Expendable materials needed: N/A
5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

KRS Department: _____ July 13, 2010 _____

CHHS Graduate Curriculum Committee: _____ August 30, 2010 _____

Professional Education Council: _____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal date: July 13, 2010

**College of Health & Human Services
Department of Kinesiology Recreation and Sport
Proposal to Revise A Program
(Action Item)**

Contact Person: William Hey; william.hey@wku.edu; 745-3347

1. Identification of program:

- 1.1 Current program reference number: **090**
- 1.2 Current program title: **Master of Science in Physical Education**
- 1.3 Credit hours: **30-37**

2. Identification of the proposed program changes:

- Replacement of core graduate education courses with new Teacher Leader (TCHL) courses.
- Substitution of TCHL 560 *Action Research Capstone for Teacher Leaders* for the comprehensive exam as the culminating experience for the program.
- Add a coaching teacher leader concentration for rank change to the PE MS program.

3. Detailed program description:

Old Program	New Program
<p>The M.S. in Physical Education program has two concentrations: Physical Education Teacher Education (TCHR), which focuses on teaching Physical Education, and Exercise Science (EXS), which focuses on the scientific bases of exercise and human performance. Both of these concentrations will meet the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Teacher Education Concentration is designed to meet the requirements in KY P-12 Physical Education Certification. The student pursuing this concentration must take PE 501, 503, 504, 515, PSY 510 or 511, EDU 501 and 596. Six hours of restricted electives consisting of PE 505 or 521, and PE 520 or 522 are selected in consultation with the graduate advisor. Nine hours of electives are selected in consultation with the graduate advisor. Students who have taken an adaptive physical education course in their undergraduate program may substitute an elective course for PE 508. **The Teacher Education Concentration is offered on-site through evening classes and also through the Division of Extended Learning and Outreach as an On-line Option (Distance Learning).</p>	<p>The M.S. in Physical Education program has three concentrations: Physical Education Teacher Leader, Coaching Teacher Leader, and Exercise Science. The PE and Coaching Teacher Leader concentrations focus on teaching and meet the Kentucky Teacher Requirements for Advanced Teaching Standards.</p> <p>The Exercise Science concentration, which focuses on the scientific bases of exercise and human performance, does not lead to rank change for Kentucky teachers.</p> <p><i>The Exercise Science concentration is not changing and thus is not discussed in the below revisions.</i></p> <p>The PE and Coaching Teacher Leader Concentrations require 15 credit hours of Professional Education Core, 12 credit hours of either PE or Coaching, and 3 credit hours of Action Research for a total <u>minimum</u> of 30 credit hours.</p> <p>The Teacher Education Concentration is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various communities and grade levels to discuss and work on real world challenges and</p>

<p>PE 501 - Research Methods (3 Hrs) PE 503 - Motor Learning (3 Hrs) PE 504 - Advanced Exercise Physiology (3 Hrs) PE 515 - Assessment in PE and Rec (3 Hrs)</p> <p>PE 505 - Curriculum in PE (3 Hrs) OR PE 521 - Critical Analysis of Lit (3 Hrs)</p> <p>PE 520 - Teaching Strategies (3 Hrs) OR PE 522 - Advanced Exercise Prescription (3 Hrs)</p> <p>PSY 510 - Advanced Ed PSY (3 Hrs) OR PSY 511 - Psychology of Learning (3 Hrs)</p> <p>EDU 501 - Prof Dev Plan (1 Hr) EDU 596 - Seminar: Eval of Prof Dev (3 Hrs)</p> <p>Electives (9 Hrs)</p>	<p>promising practices they encounter in schools.</p> <p>The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in various developmental levels.</p> <p>The second component is the specialization that allows the candidate to choose one of two concentrations: 1) Physical Education Teacher Leader concentration consists of PE 503,504, 508 and 512; and the 2) Coaching Teacher Leader concentration consists of PE 507, 511, 512 and REC 543. These concentrations allow for professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.</p> <p>During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which PE or TCHL core courses they must take in the professional ed. core (see <i>Important Note</i> below). All students must complete PE 505, PE 515 or TCHL 540, 544, 548, and PE 520 or TCHL 550, 554, 558 or pass proficiency evaluations for these courses. TCHL 500 and PE 501, PE 505, are required for all students, and there are no proficiency evaluations that may be substituted for these courses.</p> <p>Content Major Admission Requirements: N/A</p> <p>Teacher Leader Admission Requirements: (<i>Criteria vary, depending on the student's undergraduate institution and GPA. No GRE requirement for admission</i>):</p> <ol style="list-style-type: none"> 1. <u>WKU Graduate: Automatic Admission</u> A current teaching certificate or undergraduate teaching portfolio and statement of eligibility. 2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or statement of eligibility. 3. <u>Graduate of an Out-of-State Institution of Higher Education</u> A 2.75 GPA or higher or a qualifying GAP score. A current teaching certificate or statement of eligibility <p>Kentucky applicants whose certificates have expired may</p>
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be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, at least one content course specific to their initial teaching certification areas, plus additional education-related or content courses.

**(Level 1) Professional Education Core—15-22 hours
TCHL 500 – Foundations of Teacher Leadership (3 Hrs)**

PE 505 – Foundations of Curriculum Construction (3 Hrs)

PE 515 – Physical Education Assessment (3 Hrs)

Or

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

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

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

PE520 – Teaching Strategies in Physical Education (3 Hrs)

Or

TCHL 540 – Classroom Instruction: Instructional Strategies (1 hr)

TCHL 544 – Classroom Instruction: Equitable School and Community Partnerships (1 hr)

TCHL 548 – Classroom Instruction: Managing the Learning Environment (1 hr)

PE 501 – Research Methods in PE

Mid-Point Assessment Requirements:

To ensure that all master's candidates are proficient on Advanced Level Kentucky Teacher Standards, all *Critical Performances* associated with the above PE or TCHL courses must be completed, *even if a candidate's program of studies does not include the courses*. Candidates may only complete 6 hours in Level 2 before they have uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work during Level 2 may be required based on the assessment results.

(Level 2) Specialization Component—12 Hrs

Department Advisor Committee-approved elective courses selected from discipline.

B. Physical Education Teacher Leader Concentration

12 Hrs:

	<p>PE 503 – Motor Learning (3 Hrs) PE 504 – Advanced Exercise Physiology (3 Hrs) PE 508 – Adaptive Physical Education (3 Hrs) PE 512 – Administrative Practices in KRS (3 Hrs)</p> <p>OR</p> <p>C. <u>Coaching Teacher Leader Concentration</u> 12 hrs: PE 507 – Sport in a Multicultural Society (3 Hrs) PE 511 – Coaching Theory (3 Hrs) PE 512 – Administrative Practices in KRS (3 Hrs) REC 543 – Sports Medicine (3 Hrs)</p> <p><u>Completion Requirements:</u> 1. TCHL 560 – Action Research for Teacher Leaders (3 hrs) 2. Present research results in a venue approved by the advisor. 3. Achieve a minimum 3.0 GPA in overall coursework.</p>
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4. Rationale for the proposed program change: At the direction of the Kentucky Education Professional Standards Board (EPSB), colleges of teacher education throughout the state have been charged with redesigning their master’s and 5th year non-degree advanced teacher preparation programs. The EPSB requires that the redesigned programs have available to students a core set of “teacher leader” courses, as well as newly designed courses based on input from teachers and administrators in the WKU service area.

5. Proposed term for implementation and special provisions (if applicable): Winter 2011. By state regulation students may not be admitted to the existing programs after December 31, 2010, and those admitted to the existing programs must complete them no later than January 31, 2013.

6. Dates of prior committee approvals:

KRS Department: July 13, 2010

CHHS Graduate Curriculum Committee: August 30, 2010

Professional Education Council _____

Graduate Council _____

University Senate _____

Attachment: Program Inventory Form

Diversity Proficiencies

Proposed by the School of Teacher Education Western Kentucky University

Given the major goal of multicultural education is the development of the intellectual, social, and personal growth of all students to their highest potential, it depends on the teachers' knowledge, attitudes, and behavior whether he or she provides equitable opportunities for learning, changes the monocultural curriculum, and helps all students become more multicultural (i.e., helps them understand different systems of perceiving, evaluating, believing, and doing). (Bennett, 2011).

The WKU Professional Education Unit believes that all education professional candidates must be able to demonstrate knowledge about issues of diversity that affect teaching and student learning. Diversity includes, but is not limited to, exceptionalities and inclusion, gifted and talented learners, English language learners and language acquisition, ethnic/racial cultural and linguistic differences, social-economic status, and gender and sexual orientation.

The development of the proficiencies below was influenced by many sources. Among these were Goal Two of the WKU Quality Enhancement Plan that states, "Students will demonstrate respect for diversity of peoples, ideas, and cultures." Also, NCATE Standard 4 Diversity states, "The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools." Furthermore, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards state, "The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'"

Thus, we propose that each program associated with the WKU Professional Education should adopt and articulate various assignments and assessments that require their education professional candidates to demonstrate the following diversity proficiencies prior to their program completion:

1. Candidates will connect theory and practice to meet needs of diverse learners.
2. Candidates will demonstrate sensitivity and respect for diverse groups.

References

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Approvals
School of Teacher Education
Professional Education Council

Date
05/12/2010

**EDUCATION PROFESSIONAL STANDARDS BOARD
STAFF NOTE**

Action Item K

*need to
get teacher
survey
data.*

Action Item:

Report of Recommendations from the Committee to Review Admissions and Clinical Experiences for Pre-Service Programs

Applicable Statutes and Regulation:

KRS 161.028, 042
16 KAR 5:020

Applicable Goal:

Goal 1: Every approved educator preparation program meets or exceeds all accreditation standards and prepares knowledgeable, capable teachers and administrators who demonstrate effectiveness in helping all students reach educational achievement.

Issue:

Should the Education Professional Standards Board (EPSB) accept the report of recommendations from the Committee to Review Admissions and Clinical Experiences for pre-service programs?

Background:

The Committee to Review Admissions and Clinical Experiences (CRACE) was established by the Education Professional Standards Board (EPSB) to explore current best practices in the following: (1) the selection of high quality candidates for the teaching profession and (2) the provision of high quality clinical experiences for both traditional candidates and those seeking initial certification through an alternative route.

The charter directed the committee to provide recommendations to the EPSB on ways to incorporate these best practices into all of Kentucky's accredited teacher preparation programs. Once the committee recommendations have been reviewed and approved by the EPSB, and regulatory changes are implemented, where applicable, program guidelines will be revised and updated to reflect how colleges and universities should prepare effective educators. The committee completed its work in June as specified in the original charter. (Recommendation sent under separate cover.)

Groups/Persons Consulted:

Jan Calvert
John DeAtley
Beverly Downing
Cindy Gnadinger
Tony Minton
Cindy Parker
Hilma Prather
Brenda Priddy
William Phillips

Eve Proffitt
Rosetta Sandidge
Mark Wasicsko
Denise Whitaker
Larry Woods
Lu S. Young

Alternative Actions:

1. Accept the report of the Committee to Review Admissions and Clinical Experiences and instruct staff to prepare a study for the feasibility of implementing the recommendations for further board review.
2. Do not accept the report of the Committee to Review Admissions and Clinical Experiences.

Alternative Recommendation:

Alternative 1

Rationale:

CRACE met for five months debating the issues related to admissions and clinical experiences for pre-service and alternate route candidates. The Charter and the objectives guided the process. The committee submits the report for board discussion and acceptance.

Contact Person:

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Executive Director

Date:

August 2, 2010

Education Professional Standards Board
Committee to Review Admissions and Clinical Experiences for Pre-Service Programs

REPORT OF RECOMMENDATIONS

August 2, 2010

During the January 2010 meeting of the Education Professional Standards Board (EPSB), the Committee to Review Admissions and Clinical Experiences (CRACE) was established and committee members appointed. The EPSB charged CRACE with identifying best practices regarding admissions and clinical experiences for teacher candidates. The committee shall provide recommendations to the EPSB on ways to incorporate these best practices into all of Kentucky's accredited teacher preparation programs. Once the committee recommendations have been reviewed and approved by the EPSB, regulatory changes will be implemented, and program guidelines will be revised and updated to reflect how colleges and universities should prepare effective educators.

Objectives

Following a review of related research and current practice by institutions (both in and outside of Kentucky), the committee shall bring forth recommendations in the following areas:

1. Determining, prior to admission to a preparation program, that all new teacher candidates have adequate skills in math and writing.
2. Selecting new teacher candidates who demonstrate the critical dispositions and attributes necessary to be adaptive and innovative in the classroom of the 21st century.
3. Providing throughout the entire preparation program enhanced field experiences that permit teacher candidates to put academic theory into meaningful practice.
4. Providing high quality mentoring for those entering teaching via an alternative route.
5. Determining the feasibility of a year-long residency experience that is designed to complement KTIP.

The work of CRACE began with a discussion of admission issues, review of various research literature, and regulations 16 KAR 5:020 and 5:040 admission to educator preparation and student teaching and 16 KAR 9:080 alternative certification along with KRS 161.042 student teaching. Staff from Legal Services and Professional Learning and Assessment met with the committee to discuss Praxis and legal issues.

One of the main challenges facing higher education relates to raising the admission standards to teacher preparation in order to attract qualified candidates. The committee reviewed current standards required for admission to a program. It also reviewed how foreign countries select teacher candidates, leading to a discussion on how to attract to the teaching profession the top ten percent of those entering college. A very difficult question for everyone was if admission standards are raised, will institutions of higher education (IHE) be prepared to turn away students? Raising standards to increase the quality of candidates could have a negative impact on institutions, P-12 school districts, and candidate supply. Although the committee is aware of the

possible consequences of raising standards, members know from research that teacher quality is the most important factor influencing student achievement.

Another major focus of the committee relates to field and clinical experiences that can determine the success of future reform efforts in educator preparation. Research supports the colleges and universities' need to expose candidates to difficult placements early in teacher preparation. Through such challenging experiences candidates can make an educated decision about entering the teaching profession before it is too late. Field and clinical experiences are dependent on locations that can sometimes be impacted by layers of district bureaucracy. District constraints can also prevent candidates from having the most qualified supervising teachers during field experiences. In addition, some candidates need a stronger support system for a much longer time in order to develop their potential.

The committee would like to encourage districts to become true partners with IHEs. Changes have occurred since 2009 as a result of the redesign of the master's and principal programs. IHEs have developed collaborative partnerships with districts in which they share responsibility for the advanced preparation of teachers and school leaders; yet IHEs struggle with getting districts to understand that inexperienced teachers should not be placed in the most struggling schools, working only with the most struggling students. Candidates become disillusioned when they are placed in the most difficult teaching environments during their first year of teaching. New teachers should have strong mentoring experiences and supportive environments.

All educator preparation programs need to be more innovative and consistent in the preparation of teachers, removing the necessity for districts to "re-educate" new teachers. If the entire college or university is responsible for preparing teachers, then that should include promoting the teaching profession and recruiting the most qualified candidates.

Twenty-First Century knowledge and skills are emphasized in the recommendations with a focus on collaboration, critical thinking, communication, and creativity; however, the 21st Century Skills encompass more than the four "Cs." IHEs should also emphasize the following as important strategies for preparing pre-service candidates:

- a) Integrate "teach for understanding" principles: differentiate to reach all children, especially those at most risk.
- b) Create rich clinical experience: engage in creating instruction aligned with state curriculum standards, effectively interpreting assessment results from a range of assessment strategies (formative, collections of student work, curriculum-embedded, summative) responding to students' learning needs and cultivating a passion for learning.
- c) Create vibrant learning communities and peer mentoring networks: pursue continuous learning opportunities and embrace career-long learning as a professional ethic.
- d) Research the role of content pedagogy in developing higher order thinking skills: embed in instruction the application of appropriate technology-enabled tools and teaching strategies to support instructional methods; group problem-solving; critical thinking; and financial, business, and information literacy.

Finally, the committee discussed professional development schools and year-long residency programs that connect theoretical learning with practice. The clinical laboratory model is a

national movement that a number of Kentucky colleges and universities are already using in modified formats. We are in agreement with AACTE that strong clinical practice can be linked to P-12 student achievement, teacher retention, and a teacher's sense of preparedness.

Committee to Review Admissions and Clinical Experiences for Pre-Service Programs
RECOMMENDATIONS

August 2, 2010

Objective 1: Determining, prior to admission to a preparation program, that all new teacher candidates have adequate skills in math and writing.

(Undergraduate, Initial):

- a) Require an ACT composite of 22 with minimum subscores of 19 in Math for credit bearing non-algebra (22 for college algebra); 18 in English; and 20 in Reading (The subscores are somewhat parallel with the Council on Postsecondary Education's requirements in Regulation 13 KAR 2:020 Guidelines for admission to state-supported postsecondary education institutions in Kentucky)
- b) Replace the PPST as an admission test option with an assessment aligned with the new Kentucky Core Academic Standards (The new assessment must include math, writing, and reading.)
- c) Raise the minimum GPA 2.75 to ~~3.00~~ by the 2016-17 school year, *to (No date set.) raise the GPA from 2.75-3.00*
- d) Determine that candidates exhibit acceptable levels of competency in oral and written communication skills

(Graduate, Initial) Requirements:

- a) Evidence of a bachelor's degree with a minimum 3.00 undergraduate GPA from an accredited institution OR graduate degree from an accredited institution OR graduate entrance exams at the 50th percentile (GRE combined score at the 50th percentile)
- b) Praxis II passing score in content areas (exclude LBD/MSD/ESL)
- c) Transcript review/proficiency evaluation (previous work experience, professional recommendations, and other school experiences) to determine program of study (curriculum contract/guidesheet development)
- d) A writing assessment
- e) Interview

Objective 2: Selecting new teacher candidates who demonstrate critical dispositions and attributes necessary to be adaptive and innovative in the classroom of the 21st Century.

- a) Ensure that the process of using evidence-based tool(s) to assess dispositions is accurate, fair, and consistent.
- b) Screening for dispositions associated with effective teachers prior to formal admission of candidates must include attributes for 21st Century Skills and NCATE dispositions.
- c) Evidence of appropriate dispositions should be documented before completion of the program.

- d) Have candidates sign a commitment to the Professional Code of Ethics and undergo a criminal records check.

Objective 3: Providing throughout the entire preparation program enhanced field experiences that permit teacher candidates to put academic theory into meaningful practice.

- a) Districts and institutions of higher education (IHEs) will work together through MOAs to co-create and co-deliver placements (to include IHE supervisor and mentor teacher) and field activities (to include opportunities to teach prior to student teaching) that will include effective mentoring components, integration of Kentucky Teacher Standards (KTS), and Kentucky Teacher Internship Program (KTIP) tasks throughout the program.
- b) IHEs should incorporate into the curriculum 200 hours of mentored field experiences in the school community prior to student teaching for undergraduate candidates and 100 mentored hours prior to the professional term for graduate candidates.
- c) IHEs should be able to show evidence of candidates' impact on student achievement during the professional term (student teaching).
- d) Incentives (such as Teacher Mentor certification and/or professional development credit for mentor training) should be provided for teachers to participate as mentors.
- e) The mentor teacher (the person who works with a pre-service candidate) should be a certified teacher who is recommended collaboratively by the IHE and the district.
- f) Good field experiences should meet the following criteria:
 - Be aligned with the Kentucky Teacher Standards
 - Be sequenced and developmental (including opportunities to teach before student teaching)
 - Include effective mentoring.
 - Be systematic, coordinated, and mutually beneficial to the districts/IHEs/candidates
 - Be supervised by the IHE in collaboration with the district,
 - Include assessment of candidate competencies
 - Be codified in written policies such as handbooks
- g) The EPSB should encourage and support IHEs to create pilot models to enhance field experiences that would include a biennial report on results.
- h) There should be incentives (such as course substitution, prospective job placement, etc.) for candidates to participate in pilot preparation models.

Objective 4: Providing high quality mentoring for those entering teaching via an alternative route; Admission Criteria and Mentoring for Alternate Route (Option 6) Candidates

Admission Requirements:

- a) Evidence of a bachelor's degree with a minimum 3.00 undergraduate GPA from an accredited institution OR graduate degree from an accredited institution OR graduate entrance exams at the 50th percentile (GRE combined score at the 50th percentile)

- b) Praxis II passing score in content areas (exclude LBD/MSD/ESL)
- c) Transcript review/proficiency evaluation (previous work experience, professional recommendations, and other school experiences) to determine program of study (curriculum contract/guidesheet development)
- d) A writing assessment
- e) Interview
- f) Screening for dispositions associated with effective teachers, including NCATE dispositions and attributes for 21st Century Skills
- g) Signed commitment to the Professional Code of Ethics and a clean criminal records check
- h) Full implementation of 16 KAR 9:080 regarding mentoring

Objective 5: Determining the feasibility of a year-long residency experience that is designed to complement KTIP.

- a) The EPSB should encourage and support IHEs to create pilot models to enhance field experiences and report the results to the Board.
- b) The EPSB should study or commission a study on emerging residency models within the state and around the nation, including those that are in the pilot mode or fully operational.

Other recommendations that do not necessarily fit under any objective:

- a) All IHEs should address relevant and current legislative P-20 requirements.
- b) IHEs should demonstrate where content literacy skills, 21st Century Skills, and essential dispositions and attributes are incorporated throughout the preparation programs as part of the knowledge, skills, and/or dispositions required for teachers.
- c) The EPSB should develop and make available to colleges and universities innovative mentoring modules to train P-12 and IHE faculty who serve the alternate route (Option 6) candidates.
- d) The EPSB should establish a group to evaluate the possibility of a STEM composite certification for high school and middle school.
- e) IHEs should provide authentic field experience opportunities that may include campus-based and/or laboratory settings, total immersion, virtual professional learning communities, use of simulations, case studies, teaching clinics, peer observation, instructional rounds, co-teaching, and analysis.

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Statutes and Regulations:

KRS 161.028 EPSB Powers & Duties

KRS 161.042 Status of student teachers

13 KAR 2:020 Guidelines for admission to the state-supported postsecondary education
Institutions in Kentucky

16 KAR 5:020 Standards for admission to educator preparation

16 KAR 5:040 Admission, placement, and supervision in student teaching

16 KAR 9:080 University-based alternative certification program

Guest Presentations:

Professional Learning and Assessment

Legal Services