

3-4-2008

SR-07-08-(24) 55 CC returned

Marshall University

Follow this and additional works at: http://mds.marshall.edu/fs_recommendations

Recommended Citation

Marshall University, "SR-07-08-(24) 55 CC returned" (2008). *Recommendations*. 334.
http://mds.marshall.edu/fs_recommendations/334

This Article is brought to you for free and open access by the Faculty Senate at Marshall Digital Scholar. It has been accepted for inclusion in Recommendations by an authorized administrator of Marshall Digital Scholar. For more information, please contact zhangj@marshall.edu, martj@marshall.edu.

**CURRICULUM COMMITTEE
RECOMMENDATION**

RETURNED TO COMMITTEE

SR-07-08-(24) 55 CC

Recommends approval of the listed **ADDITION, DELETION, OR CHANGE OF AN AREA OF EMPHASIS WITHIN AN EXISTING MAJOR** from the COLLEGE OF FINE ARTS:

Action Requested: Addition of an Area of Emphasis within an Existing Major, B.F.A. Visual Arts with an emphasis in Art Education

Rationale: See pages 2-3

Curriculum: See pages 4-5

New Resources Required: Funds for part-time faculty to supervise student teachers.

Statement of Non-Duplication: See pages 12-18

Action Requested: Addition of an Area of Emphasis within an Existing Major, B.F.A. Music with an emphasis in Music Education

Rationale: See pages 6-9

Curriculum: See pages 10-11

New Resources Required: Funds for part-time faculty to supervise student teachers (currently funded by the College of Education and Human Services).

Statement of Non-Duplication: See pages 12-18

FACULTY SENATE CHAIR:

RETURNED

TO COMMITTEE:

Larry Sticker DATE: 3/4/2008

UNIVERSITY PRESIDENT:

READ:

[Signature] DATE: 3/14/08

COMMENTS: The Executive Committee at its March 3, 2008 meeting voted to return this recommendation to committee with the request that the Provost facilitate meetings between the colleges in an effort to encourage collaboration and coordination in order to reach agreement on issues of duplication, certification, clinical field experience hours, the required reading course, pedagogical content, and other areas that were discussed or presented in the handouts. It was also requested that an update be presented at the April 14, 2008 Executive Committee meeting with final results being presented at the April 28, 2008 meeting.

RATIONALE FOR THE BACHELOR OF FINE ARTS WITH AN EMPHASIS IN ART EDUCATION

The Department of Art & Design and the College of Fine Arts propose a revision of the art education curriculum concurrent with the implementation of the Bachelor of Fine Arts with an emphasis in art education. This revision does not represent a new content area, but merely a curriculum change and is proposed in order to reduce the number of hours in the degree, and to reflect the changes in the needs and requirements for the art educator in the 21st century. The revised curriculum requires no new courses, can be taught by the current art education faculty member and does not significantly reduce the number of hours in either content area or professional education.

The following proposed curriculum for the Bachelor of Fine Arts with an emphasis in art education is commensurate to the curriculum at West Virginia University; which is housed in the WVU College of Creative Arts, meets all state requirements and is certified by the West Virginia State Board of Education. Accordingly, our proposal is presented with the following intentions:

- A. To reduce the number of required hours to the point where it is possible for the student to complete the degree in four years;
- B. To reflect changes in the needs and requirements for the art educator in the 21st century;
- C. To address the needs of art educators who, according to state requirements, are certified at multi-age levels (e.g. Pre-K-Adult or 5-Adult) in all aspects of the visual arts;
- D. To fully prepare our students to address the National Standards for Arts Education and the 21st Century Visual Art Content Standards and Objectives for West Virginia Schools, Policy 2520.12.
- E. To bring the art education curriculum into closer compliance with the National Association of Schools of Art and Design (NASAD) curricular guidelines for baccalaureate degree programs in art education. The Department of Art & Design has explored NASAD accreditation in the past and expects to vote this year on pursuing accreditation.

Art teacher certification in West Virginia does not recognize teaching specializations, but instead requires certification in multi-age levels, Pre-K to Adult and also, 5-Adult, in the visual arts. For certification, art education students are required to be proficient in the making of art, art criticism, aesthetics, and, traditions in Art, Architecture, Design, and Artifacts (e.g. Praxis II – 10133). The West Virginia's Department of Education's Content Standards and Objectives for the Visual Arts, Policy 2520.12, also require that our students be knowledgeable in art history, art criticism, and art making. Therefore, graduates must be competent in Elementary and Secondary methods of teaching art and demonstrate competency in utilizing a range of media which includes drawing, painting, printmaking ceramics, sculpture, design, and new media. In order for students to achieve these competencies, it is necessary for the degree in art education leading to teacher certification be a content-specific professional degree.

Coursework for the proposed degree will meet all West Virginia Professional Teaching Standards in accordance with Policy 5100 as follows:

Principle #1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of

subject matter meaningful for students: ART 113, 340, 460, 468; EDF 218, CI 449, CISP 421, 422

Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support the intellectual, social, and personal development of each learner: EDF 218, CISP 421, 422

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners: EDF 218, CISP 421, 422, ART 113, 340, 468

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills: EDF 218, CI 449, CISP 421, 422, ART 113, 468

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: EDF 218, CI 449, CISP 421, 422, ART 113, 468

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom: ENG 101, 102, CMM 103, ART 113, 340, 468

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals: Art 113, 340, 460, 468; EDF 218, EDF 475

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner: EDF 218, CI 449, ART 113, 340, 468

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of her/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally: Entire art education curriculum, entire professional education sequence, clinical experiences, and student teaching

Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and wellbeing: EDF 475, ART 113, 340, 460, 468, clinical experiences, and student teaching.

**ART EDUCATION DEGREES: A COMPARISON OF A
MARSHALL UNIVERSITY B.A. IN SECONDARY EDUCATION PreK-ADULT,
AND A PROPOSED B.F.S. WITH EMPHASIS IN ART EDUCATION**

MARSHALL UNIVERSITY		PROPOSED MARSHALL UNIVERSITY	
BA Degree		BFA Degree with Art Education Emphasis	
GENERAL EDUCATION COURSES			
Communication Studies	9	Communication Studies	9
ENG 101, 102, CMM 103		ENG 101, 102, CMM 103	
Mathematics	6	Mathematics	6
Natural Science	8	Natural Science	7-8
Humanities	6	Humanities	6
Social Science	9	Social Sciences	6
SOS 207, two electives		EDF 218 Child & Adolescent Development	3
		EDF 475 Schools in a Diverse Society	3
Fine Arts	3	Fine Arts	3
Computer Science	4	Foreign Language/Culture	9
CI 102, CI 350		Electives	
Physical Education	2	CISP 421 Children w/ Exceptionalities	3
		CISP 422 Child w/ Exceptionalities II	3
		CI 449 Classroom Management	3
Total Hours	47		52-53
ART CORE & ART HISTORY COURSES			
Art History	9	Art History	6-9
ART 201, 202, 400 Elective		ART 201, 202, See Art Ed	
Introduction to Design	3	Introduction to Design	3
Three-Dimensional Design	3	Three-Dimensional Design	3
Drawing	6	Drawing	6
Computer Skills for Art	3	Computer Skills for Art	3
Painting	6	Painting	3
ART 255, 350		ART 255 or 350	
Freshman Portfolio Review	0	Freshman Portfolio Review	0
Printmaking Processes	3	Printmaking Processes	3
Ceramics	3	Ceramics	3
Sculpture	3	Sculpture	3
Weaving	3	Weaving	3
Photography I	3	Photography Course	3
Co-Curricular Experiences	0	Co-Curricular Experiences	0
Art 499 Capstone	1	Art 499 Capstone	1
Total Hours	46		40-43
ART EDUCATION COURSES			
Methods & Media	6	Methods & Media	6
ART 113, 340		ART 113, 340	
History & Philosophy	3	History & Philosophy	3

ART 460		ART 460	
		Elective	0-3
		Art History of Art Ed	
Total Hours	9		9-12
EDUCATION COURSES			
EDF 218 Child/Adolescent Dev	3	Met w/ Gen. Ed. Soc. Sc.	(3)
EDF 270 Level I Clinical Exp.	0	EDF 270 Level I Clinical Exp.	0
EDF 319 App. Learning Theory	3	EDF 319 App. Learning Theory	3
EDF 435 Classroom Assessment	3	Addressed in ART 113, 340	0
EDF 475 Schools in a Diverse Soc.	3	Met w/ Gen. Ed. Soc. Sc.	(3)
CI 321 Early Childhood Curr.	3	CI 321 Early Childhood Curr.	3
CI 345 Critical Reading, Writing, Thinking	3	Competency addressed in ART 340	0
CI 403 Methods & Mat. Middle	3	CI 402 Methods & Mat. Middle	3
CI 449 Instructional and Classroom Management: Sec. Ed.	3	Met w/ Gen. Ed. Elective	(3)
CISP 421 Sp. Ed.	3	Met w/ Gen. Ed. Elective	(3)
CISP 422 Sp. Ed. II	3	Met w/ Gen. Ed. Elective	(3)
ART 468 Sec. Ed. Tchng Art	3	ART 468 Sec. Ed. Tchng Art	3
CI 472 Level II Clinical Exp.	0	CI 472 Level II Clinical Exp.	0
Student Teaching	12	Student Teaching	12
Total Hours	45		24
TOTAL DEGREE HOURS	147		128-129

**RATIONALE FOR THE BACHELOR OF FINE ARTS
IN FINE ARTS WITH A MAJOR IN MUSIC
WITH AN EMPHASIS IN MUSIC EDUCATION**

The Department of Music and the College of Fine Arts propose a revision of the music education curriculum concurrent with the implementation of the Bachelor of Fine Arts in Fine Arts with a Major in Music with an emphasis in music education. This revision does not represent a new content area, but merely a curriculum change and is proposed in order to reduce the number of hours in the degree, and to bring the music education program in compliance with National Association of Schools of Music (NASM) standards. Accreditation by NASM is accepted by NCATE as the standard for accreditation of music education programs, and therefore is recognized by the West Virginia State Board of Education. The revised curriculum would not affect NCATE accreditation of the College of Education and Human Services.

The revised curriculum requires no new courses and can be taught by current faculty. It does not significantly reduce the number of hours in either content area or professional education.

The following proposed curriculum for the Bachelor of Fine Arts with an emphasis in music education is presented with the following intentions:

- F.** To reduce the number of required hours to the point where it is possible for the student to complete the degree in four years; the proposed curriculum represents a reduction in credit hours from 148-151 to 137-145;
- G.** To reflect changes in the needs and requirements for the music educator in the 21st century;
- H.** To address the needs of music educators who, according to state requirements, are certified at all levels in all aspects of music (see below);
- I.** To bring the music education curriculum into closer compliance with National Association of Schools of Music curricular guidelines in order that the department might continue its accreditation;
- J.** To attract music education students who would otherwise go elsewhere due to the number of hours required for the present degree.

The proposed curriculum is modeled after that of West Virginia University for the following reasons:

- The curriculum can be completed in four years;
- The curriculum is accredited by NASM;
- The program meets all state requirements and thus is certified in Teacher Education by the West Virginia State Board of Education;
- The degree is administered by the WVU College of Creative Arts.

Music teacher certification in West Virginia does not recognize teaching specializations, but instead requires certification in all levels, PreK to adult, in elementary, choral-vocal and instrumental specializations. Therefore, graduates must be competent in Elementary General Music, Elementary Choral Music, Middle School Band, Middle School General Music, Middle School Chorus, Middle School Strings, High School General Music, High School Chorus, High School Show Choir, High School Concert Band, High School Marching Band, High School Jazz

Band, High School Strings, and Music Theory. They must, in addition to performing at a high level on their primary instrument, be able to perform on and teach: Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, Horn, Trombone, Euphonium, Tuba, Violin, Viola, Violoncello, String Bass, Snare Drum, Mallet Percussion, Latin Percussion, Marching Percussion, Timpani, Piano, Guitar, and Voice. In order for students to achieve these competencies, it is necessary for the degree in music education leading to teacher certification be a content-specific professional degree.

Coursework for the proposed degree will meet all West Virginia Professional Teaching Standards in accordance with Policy 5100 as follows:

Principle #1: The teacher understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students: Music Theory, Music History, Music Methods, EDF 218, CI 449, CISP 421, 422

Principle #2: The teacher understands how children learn and develop and can provide learning opportunities that support the intellectual, social, and personal development of each learner: EDF 218, CISP 421, 422, MUS 338, 339, 340

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners: EDF 218, CISP 421, 422, MUS 338, 339, 340

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills: EDF 218, CI 449, CISP 421, 422, MUS 338, 339, 340

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: EDF 218, CI 449, CISP 421, 422, MUS 338, 339, 340

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication technologies to foster active inquiry, collaboration, and supportive interaction in the classroom: ENG 101, 102, CMM 103, Conducting, Applied Music, MUS 305, 306

Principle #7: The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals: Entire music curriculum; EDF 218, EDF 475

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner: EDF 218, EDF 435, CI 449, MUS 338, 339, 340

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of her/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally: Entire music curriculum, entire professional education sequence, clinical experiences, and student teaching

Principle #10: The teacher fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and wellbeing; EDF 475, MUS 338, 339, 340, clinical experiences, student teaching

Coursework for the proposed degree will meet all program requirements for teacher preparation as specified in Policy 5100, section 6:

1. Content specialization equivalent in credit hours and academic rigor to a major in the content area and accredited by a national professional association (NASM);
2. Educational technology skills and knowledge: MUS 305, 306;
3. Reading in the content area: Music History, Music Theory, Analysis;
4. Six hours of preparation in special education: CISP 421, 422;
5. Differentiation of instruction for diverse learners: MUS 338, 339, 340, CISP 421, 422, EDF 475;
6. 125 clock-hours of field experience under the direction of a licensed teacher;
7. Field experiences at the elementary and middle/secondary levels.

Coursework for the proposed degree meets NASM teaching competencies, as evidenced by current NASM certification:

1. Ability to teach music at various levels to different age groups and in a variety of classroom and ensemble settings in ways that develop knowledge of how music works syntactically as a communication medium and developmentally as an agent of civilization. This set of abilities includes effective classroom and rehearsal management. (Music methods, conducting, music history and theory);
2. An understanding of child growth and development and an understanding of principles of learning as they relate to music. (EDF 218, MUS 338, CISP 421);
3. The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs. (MUS 338, 339, 340, EDF 475, EDF 435);
4. Knowledge of current methods, materials, and repertoires available in various fields and levels of music education appropriate to the teaching specialization. (Music methods, techniques, conducting, technology courses);
5. The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations. (Clinical experience, MUS 338, 339, 340);
6. An understanding of evaluative techniques and ability to apply them in assessing both the musical progress of students and the objectives and procedures of the curriculum. (Music methods, EDF 435. clinical experience).

Coursework for the proposed degree meets NASM musical competencies of all students completing the professional degree, as evidenced by current NASM certification:

1. **Performance**, consisting of "technical skills requisite for artistic self-expression in at least one major performance area;" rehearsal and conducting skills; knowledge of repertoire; keyboard competency; and "regular ensemble experiences;"
2. **Musicianship skills and analysis**, consisting of a knowledge of the "organizational patterns of music" and "the ability to employ this understanding in aural, verbal and visual analyses;" and "the ability to place music in historical and cultural contexts;"

3. **Composition and improvisation;**
4. **Basic knowledge of music history and repertoires.**

Coursework for the proposed degree will fulfill additional NASM competencies for the preparation of the school music teacher:

1. **Conducting and musical leadership**, including “laboratory experiences that give the student to apply rehearsal techniques and procedures;
2. **Arranging**: adaptation of “music from a variety of sources to the meet the needs and ability levels of individuals, school performing groups, and in classroom situations;”
3. **Functional performance** in keyboard and voice;
4. **Analysis/History/Literature**: “The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles, literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization.

Coursework for the proposed degree will fulfill NASM competencies for the three areas of specialization in General Music, Vocal/Choral Music, and Instrumental Music, as evidenced by current NASM certification:

1. **General Music**
 - (a) Musicianship, vocal, and pedagogical skills sufficient to teach general music;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for general music;
 - (c) The ability to lead performance-based instruction;
 - (d) Laboratory and field experiences in teaching general music.
2. **Vocal/Choral Music**
 - (a) Vocal and pedagogical skill sufficient to teach effective use of the voice;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for vocal/choral music;
 - (c) Experiences in solo vocal performance, as well as in both large and small choral ensembles;
 - (d) Performance ability sufficient to use at least one instrument as a teaching tool and to provide, transpose, and improvise accompaniments;
 - (e) Laboratory experience in teaching beginning vocal techniques individually, in small groups, and in larger classes.
3. **Instrumental Music**
 - (a) Knowledge of and performance ability on wind, string, and percussion instruments sufficient to teach beginning students effectively in groups;
 - (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development for instrumental music;
 - (c) Experiences in solo instrumental performance, as well as in both small and large instrumental ensembles.

**MUSIC EDUCATION DEGREES:
A COMPARISON OF WEST VIRGINIA UNIVERSITY,
MARSHALL UNIVERSITY B.A. IN SECONDARY EDUCATION PreK-ADULT,
AND A PROPOSED B.F.A. WITH EMPHASIS IN MUSIC EDUCATION**

MARSHALL UNIVERSITY BA DEGREE		PROPOSED MARSHALL UNIVERSITY BFA DEGREE W/ MUSIC EDUCATION EMPHASIS	
Note: () = hours counted in other area			
GENERAL EDUCATION COURSES			
Communications ENG 101, 102, CMM 103	9	Communications ENG 101, 102, CMM 103	9
Math	6	Math	6
Natural Science	8	Natural Science	7-8
Humanities MUS 423	3	Humanities	6
Social Science MUS 425	6 (3)	Social Sciences EDF 218 Child & Adoles Develop EDF 475 Schools in a Diverse Soc	3 3
Fine Arts	3	Fine Arts	3
Computer Science Music Technology I & II; MUS 305, 306	4 4	Foreign Language/Culture	9
Physical Education (Marching Band)	(2)	Electives CISP 421 Children w/ Exceptional CISP 422 Child w/ Exceptionalities EDF 435 Classroom Assessment	3 3 3
Total Hours	39		52-53
MUSIC COURSES			
Applied Lessons Piano (counted as Sec Applied)	12 4	Applied Lessons Piano (proficiency)	12 0-4
Theory/Aural Skills	18	Theory/Aural Skills	18
Conducting	4	Conducting	4
Music History/Literature	11	Music History/Literature	11
Arranging	2	Arranging	2
Major Ensemble	7	Major Ensemble Music Tech I & II: MUS 305	7
Total Hours	58		58-62
MUSIC EDUCATION COURSES			
Techniques Chosen from String, Brass, Woodwind, Percussion, and Vocal Techniques; Class Guitar and Instrumental Music Ensemble	5	Techniques Woodwind 1, Brass 1, String 1, Percussion 1, Voice 1	5
Methods		Methods	

MUS 338 Elementary	3	MUS 338 Elementary	3
MUS 339 Instrumental	3	MUS 339 Instrumental	3
MUS 340 Choral	3	MUC 340 Choral	3
Additional Ensembles	1-4	Additional Ensembles	1-4
Voice Majors: 1 Marching Band credit Instrumental Majors: 3 Marching Band, 1 Choir credit(s)		Voice Majors: 1 Marching Band credit Instrumental Majors: 3 Marching Band, 1 Choir credit(s)	
Total Hours	15-18		15-18
EDUCATION COURSES			
EDF 218 Child & Adolescent Dev	3	Met w/ Gen. Ed. Social Sci (above)	(3)
EDF 270 Level I Clinical Experience	0	Co-Req: EDF 218	0
EDF 319 Applications of Learning Theory	3	Competency addressed in Music Methods Courses**	0
EDF 435 Classroom Assessment	3	Met w/ Gen. Ed. Elective (above)	(3)
EDF 475 Schools in a Diverse Soc	3	Met w/ Gen. Ed. Social Sci (above)	(3)
CI 345 Critical Reading, Writing, Thinking	3	Competency addressed in Music Theory/Analysis/History	0
CI 449 Instructional & Classroom Management: Sec Education	3	Competency addressed in Music Methods Courses**	0
CISP 421 Sp. Ed.: Children w/ Exceptional	3	Met w/ Gen. Ed. Elective (above)	(3)
CISP 422 Sp. Ed.: Children with Exceptionalities II	3	Met w/ Gen. Ed. Elective (above)	(3)
CI 472 Level II Clinical Experience	0	Co-Req. w/ Music Methods Courses	0
Student Teaching	12	Student Teaching	12
Total Hours	36		12
TOTAL DEGREE HOURS	148-151		137-145
		**Syllabi attached	

MEMO TO COEHS DEAN FROM COFA DEAN

TO: Rosalyn Templeton
Stan Maynard

FROM: Don Van Horn

SUBJECT: Curriculum Proposals

DATE: January 3, 2008

The department chairs for art and design and music, select art and music education faculty, and I met with the two of you on December 10, 2007 to discuss curriculum proposals to create emphasis areas for art and music education within existing art and music majors.

From that discussion we gleaned the following:

1. There are concerns that our proposal uses select professional education courses to fulfill current social science requirements for fine arts majors and that they may be dropped from requirements once a new core is in place.
2. There is a belief that the College of Fine Arts will have to seek separate NCATE accreditation.
3. There are concerns that COFA syllabi will not meet NCATE standards for technology and the integration of 21st Century learning skills.
4. There will be unnecessary duplication in the placement of student teachers.
5. Although we are not sure, we think there was a concern expressed that somehow these curriculum proposals jeopardize the number of clinical hours students complete for certification requirements.
6. You thought we were proposing that WVU offer these degrees to our students.
7. You suggested we wait to make such a proposal following the development of a model teaching research program at the Kellogg Demonstration Site.
8. Concerns exist about assessing competencies that are embedded in art and music education course work.
9. Concerns exist over our ability to address state mandated area specific reading competencies.

What follows is a summary of our responses, mostly presented to you during our discussion.

1. Our proposal includes granting art or music education emphasis area students credit for six hours of currently required social science course work by completing two required professional education classes – EDF 218, Child and Adolescent Development, and EDF 475, Schools in a Diverse Society.

No one knows what the new core curriculum will look like, but we are confident that there will be adequate flexibility in any new core requirements to allow for colleges to increase general education experiences beyond a common core. Currently COFA's general education requirements total 51 hours, and we will not drop below that number with a new core. If the education courses we propose counting in our current general education requirements do not meet the anticipated standards for designation as core courses in a new configuration then we

feel certain we can include them as electives. We see these courses as vital components in the preparation of art and music teachers and we will not simply remove them from the curriculum.

It is the intent of the faculty to move these proposals through the curriculum process now because we are losing our competitive edge due to excessive hours required for graduation.

2. COFA will not have to have separate NCATE accreditation. The College of Creative Arts at West Virginia University offers comparable degree offerings to students seeking certification as art or music teachers and that college does not hold separate NCATE accreditation. Just as NCATE accreditation rests with COEHS at Marshall, NCATE accreditation rests solely with the College of Education at WVU. There is no reason to believe that model (which is common nationally) won't work here.

3. COFA faculty have and will continue to respond positively to any requests from the College of Education and Human Services to conform to NCATE standards. As I said in our meeting, there is absolutely no reason for COFA to cause any harm to or concern for NCATE accreditation. As NCATE standards evolve for course work and the syllabi for those courses, COFA faculty always have and will respond with the necessary efforts to meet expectations. COFA will continue to depend on COEHS to communicate in a timely manner any updates or revisions of NCATE standards.

4. COFA does not propose to change the current process for student teacher placement. We offer input, but in the end, the College of Education and Human Services places student teachers. There is nothing in this proposal that would require any change to the current process. Student teaching stills falls under education course work in our proposal, thus COEHS will direct that experience.

5. None of us were really sure what the discussion about clinical hours had to do with the curriculum proposals. All the required clinical experiences – junior clinical and student teaching – are part of the proposals under review. We will continue to work with COEHS to find ways to allow students to complete state mandated clinical hours. We were encouraged to hear Dr. Templeton discuss ways students might complete some of the required hours in settings outside public schools, which is clearly allowed for in Policy 5100.

6. As discussed, we are not proposing that WVU offer the degrees. What we say is that we have modeled our curriculum proposals after curriculum leading to teacher certification offered by WVU's College of Creative Arts, and we are confident that is now clear.

7. The research program you spoke about at great length will undoubtedly offer, over time, quality research on teaching and the preparation of teachers, and COFA looks forward to the innovations such research will bring to teacher education programs. We don't see any reason why the preparation of art and music teachers won't benefit from this initiative, no matter where the programs are housed that provide the training for future teachers. But, we find no rationale for holding back these curriculum proposals while this model is developed. It could be several years before valid research comes forth and, as stated elsewhere, the college faculty believe the time is now for these proposals to go through the curriculum process.

8. Assessment will take place through observations of clinical experiences, consultations

with field supervisors and related experts, results on Praxis exams, and existing annual assessment strategies for all courses in the College of Fine Arts.

9. State Policy 5100 reads "Each middle (5-9) and secondary (PreK-Adult, 5-Adult, 9-Adult) preparation program must contain a minimum of three hours of reading in the content area which include a focus on vocabulary, comprehension and writing." It is our belief that course work in the content area (as the policy states) best prepares our students to meet this competency.

We met as a group within the college after our December 10 meeting and concluded that there was no reason to delay our curriculum proposals. We believe we answered your concerns and feel that you have ample information to formulate a response to the curriculum proposals now in the hands of the University Curriculum Committee.

We appreciate the opportunity to meet with you and we look forward to continuing to work with the College of Education and Human Services to prepare future teachers.

c: Brian Morgan, Chair, University Curriculum Committee

RESPONSE MEMO FROM COEHS DEAN TO COFA DEAN

January 14, 2008

Dear Don Van Horn:

As deans representing the collective voice of COEHS/SOE faculty and administration, we strongly oppose a curricular move of the existing ART (5-Adult), ART (PreK-Adult) and MUSIC (PreK-Adult) programs from the COEHS into the COFA as a BFA with an emphasis in art or music education. This opposition is based on concerns within the following areas: the organization of the proposed BFA programs, accreditation, field experiences, certification, alignment of standards, pedagogical content, and an assessment system. Let us address each of these concerns in more detail below.

Organization of Proposed BFA Programs

Proposals for the BFA programs have been organized in such a manner which makes them non-compliant with the WVDE/WVBE. For example the Pre-K to Adult Music program is missing the required content in early childhood education, middle school education, and reading in content area. Some of these requirements were missing from the proposals (syllabi) altogether (early, middle school, technology education, and the six elements of 21st Century learning). Other requirements (learning theories, content reading and pedagogy) were stated to have been embedded into the music methods courses. However, with a close examination of the syllabi provided, it was evident that these topics were either missing or lacking enough substance to meet the requirements.

Additionally, COEHS/SOE faculty members and administrators are concerned that vital courses required as a result of policy 5100 have been moved out of the Professional Education Core and into the General Education requirements as social sciences and electives. We believe there is a general confusion about what general education courses entail and their intended purpose. It is our belief that general education courses are used to develop a "broad education" or knowledge base and should not be used for courses required for professional certification. Elective courses by their very nature are designed to allow students options to take or not take. The electives listed (EDF 435, CISP 421, CISP 422) are WVDE/WVBE requirements and should never be placed as electives. If fine arts administrators and faculty members "see these courses as vital components in the preparation of art and music teachers" (as noted in the letter of response), then why are the courses listed in the general education core as social sciences and electives? Furthermore, if the COFA believes they are losing their competitive edge due to excessive hours, as noted in the proposals and response letter, an examination of the number of hours required in the content areas of art and music may be warranted. WVBE requires 30 content hours for a major. In the existing music education program our curriculum guide lists 63-67 hours of content courses and in art (PreK to Adult and 5 to Adult) there are 55 and 46 content hours listed, respectively. The education (pedagogy) courses have been kept as low as possible to meet WVBE requirements (24 hours of course work and 12 hours of student teaching). The BFA proposed would further reduce pedagogy course work to 15 hours, while increasing content hours.

National Council for Accreditation of Teacher Education (NCATE)

NCATE is more than an accreditation process. It is a tool, if utilized effectively, which helps programs continually improve through self-study and ongoing assessment of students, faculty and programs. Although the COFA seems willing to let "accreditation rest solely with the COEHS" (response letter), the COEHS/SOE faculty and administration are not willing to oversee the NCATE accreditation process for degrees, programs, faculty and students housed in other colleges due to its complexity and time-intensiveness. This is understandable. Anyone who has worked with accreditation knows how difficult it is to get faculty within the same college to negotiate alignment of standards, assessment systems, and improvement efforts. For obvious reasons, this becomes even more of a challenge if the degree and its component parts are in another college. The BFA proposal for art and music does not mention how the NCATE process, with alignment of its standards and its assessment system, will operate.

Clinical Field Experiences and Placements

As the BFA proposal indicates and the letter of response reiterates, the COFA is comfortable with the current process of the COEHS overseeing student placements in the field. However, the COEHS/SOE believes this process is not working as efficiently as it should. COEHS clinical personnel have expressed concerns with music and art students not completing the 140 pre-student teaching clock hours appropriately. This may be a matter of lack of record keeping from fine arts or sharing of records between the two colleges. Also, field experience and certification people stated they have a difficulty getting evaluations from student teaching placements. Additionally, there needs to be a better process to integrate the art and music supervisors with the other teacher certification supervisors. Often times, there are conflicts which prevent art/music supervisors from attending large group meetings and orientation sessions. So, art and music students do not have their supervisors present to support and advise them during the large group or orientation meetings. These students are told to schedule an additional meeting to meet with their supervisor.

We are not sure why confusion was created at our recent meeting. The deans indicated that all field experiences prior to the student teaching placement had to be increased from 140 clock hours (WVBE requirement) to 250 clock hours (requirement of Benedum/Office of Education & the Arts) to remain one of the 10 clusters of Professional Development Schools partners in the State of West Virginia. This means that all programs that involve teacher certification have to increase their pre-student teaching field experiences to 250 hours. In the past several semesters, when the increase from 140 to 250 has been strategically implemented, there has been a definite resistance from fine arts to increasing the hours in this field experience (Clinical II). We were able to clarify the reason for the increase of hours at our recent meeting. It was encouraging to hear that the COFA is willing to help the COEHS accomplish this goal to maintain its Professional Development School status. The BFA proposal did not include suggestions or a plan on how they will increase their Clinical II field hours.

Certification of Teacher Candidates

The COEHS has been contracted to be a recommending agency for the WVDE, with teacher certification decisions being made by the Department of Education. The COEHS takes the responsibility of recommending students for teacher certification very seriously and involves a close examination of the teacher candidates' course grades, field experience observations/evaluations, national and state exam scores. As educators, we do not want to put

teachers in K-12 classrooms that may cause harm to students. Plus, we do not want to run the risk of losing our recommending status and therefore losing our teacher certification programs. Certification personnel and administration do not feel comfortable with recommending to the WVDE candidates for certification who are housed in another college and detached from COEHS.

Since there are no undergraduate teacher certification programs in other colleges, there is no process to oversee the teacher certification component for students in other colleges. The proposed BFA with an emphasis in art or music education does not suggest a system the COFA could implement to oversee this certification process.

Pedagogical Content, Alignment of Standards and an Assessment System

In the BFA proposal and syllabi provided it appears that students lacked opportunities to learn the art of teaching (pedagogy). We were told that pedagogy was embedded in several music and art courses. However, as noted earlier, pedagogy was lacking in the syllabi provided. Additionally, the BFA proposal and syllabi did not show the alignment of state and national standards [NCATE, 21st Century Skills, and Curriculum Standards and Objectives (CSOs)]; we were assured that the standards were being met in art and music courses. The syllabi did not document this alignment. The deans suggested that a matrix be created to show how pedagogy and alignment of standards are being met in existing course work and believe that such a document should have been included in the BFA proposal or later attached to the letter of response.

An area of major concern is the lack of an assessment system to evaluate each aspect of the proposed BFA programs. In 2009, self-study reports are to be submitted and NCATE will be looking for an integrated assessment system that “collects and analyzes data on the applicant qualifications, candidate and graduate performance, and operations to evaluate and improve the unit and its programs” (Professional Standards for NCATE, 2002, p. 10). The BFA proposals and syllabi do not highlight an assessment/evaluation system. Additionally, the syllabi provided no rubrics or information on how student outcomes were to be assessed.

Final Comments

The BFA with emphasis in music mentioned WVU’s music program repeatedly. We felt it was unfortunate that we could not give credit to these comments, since no WVU program information was provided as an appendix. To make the assumption that one teacher certification program can be replicated in another institution of higher education is an error. Each teacher certification program has been created and approved by the WVDE based on the need of the population in a specific area, the size of the institution and the make-up of the community. The COEHS/SOE has many teacher certification partnerships within MU and outside the university. For the COEHS, a partnership is defined as all partners working together to create a win-win situation for students and colleges. It is the COEHS/SOE belief that the proposed BFA with emphasis in art and music education is not a win-win for students or the COEHS. Students (future educators) should have the opportunity to complete a program that has a balance of content and pedagogy. In the proposed BFA programs, pedagogy has been omitted, treated as electives, given a general education status, or embedded into existing courses; whereas art and music content is dramatically over the WV requirement of 30 hours (63-67 music and 46 or 55

art) and increasing. Furthermore, if the COEHS is to handle accreditation reports and reviews at the state and national levels, complete all required documentation and processes involved with teacher certification and testing, and be responsible for field experiences, while the degree, program, faculty and students are in another college, then we do not see a win-win partnership. Please thank faculty members and administrators from the College of Fine Arts (COFA) for meeting with us to discuss the BFA proposals for art and music education. We appreciate their willingness to meet to discuss ways to make programming better for our students. We believe the meeting was productive. We were able to clarify some misperceptions (required clinical hours, mandatory early childhood education component, reading in the content area, etc.) and share some suggestions to complete clinical and course requirements. We look forward to meeting again to improve programming and prepare for accreditation visits.

To reiterate, as the representative voice of the COEHS/SOE faculty and administration, we strongly oppose the proposed BFA with emphasis areas in art and music education for the reasons stated above.

Sincerely,

Rosalyn Anstine Templeton, Ph.D.
Executive Dean

Stan Maynard, Ph.D.,
Associate Dean for Programs
Interim, SOE Chair

cc: Brian Morgan, Chair
University Curriculum Committee