FOR ACTION: Sabbatical Leave Request for 2008-2009

Recommendation

It is recommended that the Board approve a sabbatical leave request for the 2008-2009 school for Kathy Nesbitt with all terms of the current collective bargaining agreement applying in granting the leave.

Background

Article 4.10 of the collective bargaining agreement with the MCEA establishes the procedure for the awarding of sabbatical leave for MCCSC instructional personnel. Section 1 specifies the eligibility requirement of this leave which is the completion of seven consecutive years of service.

Two sabbatical leave applications from the instructional staff were received prior to the February 1 deadline. In accord with the Agreement, the applications were reviewed by the Sabbatical Committee consisting of:

Peggy Chambers, Central Administration
Terry Daugherty, Batchelor
Linda Black, Arlington

The application of Kathy Nesbitt, full-time music teacher at Templeton Elementary School, was reviewed by the Committee. It was determined that her application meets the guidelines outlining the specific plans for travel or study, providing goals in terms of what achievement was expected and how the sabbatical would contribute to the professional growth of the applicant.

Copies of Ms. Nesbitt’s proposal and Article 4.10 are included with this report.

FISCAL NOTE

The estimated cost of the sabbatical leave for Ms. Nesbitt is $12,008.00.
SABBATICAL LEAVE FORM  
MONROE COUNTY COMMUNITY SCHOOL CORPORATION  
Deadline Due Date  
First Teaching Day in February  

Name: Kathy Nesbitt  
School: Templeton  
Current Position: MUSIC TEACHER - Full Time  

Date of Initial Employment with MCCSC: 1990  

List the semester(s) you are requesting the Sabbatical Leave: 6/99 - 8/99 school year  

Current Address: 2360 Winding Brook Circle  
Phone: 812-831-9233  

Sabbatical Address: Same  
Phone: Same  

Please respond in detail to the following requests (use attachments as required):  

1. List your specific plans for study and/or travel by describing:  
   A. What activities will be included in your leave agenda?  
      I will be continuing my doctoral studies in music education from Boston C (when I'm present), I want to complete course work, take exams, and develop a topic for my dissertation. We also have to do a short residency in Boston - (see attached)  
      B. If the activities include graduate level course work list program of studies.  
      C. When will these activities occur?  
         - Course work now until March 99. - Exams next spring - Get a topic approved  

2. What goals or objectives do you expect to achieve by this leave?  
   A. State goals or objectives in terms of measurable outcomes.  
      examples:  
      1. Specific measurable benefits students will demonstrate  
      2. Measurable skills you will acquire during the leave  
      The measurement is whether I pass the classes. The class topics are attached. That mark the classes already passed. I am well into the program.  
   B. How do these goals and objectives relate to your current assignment?  
      Sometimes the skills learned are easily transferred to the classroom, and sometimes not. For instance, for our final project in the AFRICAN MUSIC class, we made powerpoint presentations (which I was able to share with my older students. This class also caused me to seek out African materials to use in class. I feel much more knowledgeable in printing African materials after this class and we had more to discuss concerning music.
3. What contributions will this sabbatical make toward your professional growth?

I will gain a deeper understanding of my profession.

4. How does MCCSC benefit from this proposed plan?

The corporation would have a more educated worker, and a teacher more satisfied with her own professional achievement level.

5. If the sabbatical will result in a specific product (e.g. slide presentation, book, thesis to be used in a workshop, etc.) please specify what the product will be and whether the MCCSC will have usage and duplicating rights.

I do not think that my thesis will be something to be used in this way.

I have authorized one (1) day of accumulated sick leave from my account to be placed in the Sabbatical Leave Bank for the years __96 & 97__ (if I take the leave).

I have read and agree to the terms of Article 4.11-Sabbatical Leave of the Collective Bargaining Agreement between the MCCSC and the MCEA.

Date of Application: 1/29/03

Applicant Signature

For Committee Use Only

[Signatures]

Approved

[Signatures]

Rejected

[Signatures]

Revised: 1/96
Doctor of Musical Arts, Music Education
Boston University College of Fine Arts

Courses

The Boston University Online Doctor in Music Arts in Music Education (MusAD) consists of twelve required online courses. Upon completion of the twelve courses, students spend approximately two years conducting research and writing a doctoral thesis. In addition, students travel to the Boston University campus for a culminating experience near the end of the program.

Visit the Boston University Online Course Schedule to view all current and upcoming course offerings, or see the Calendar & Fees specific to the MusAD program.

Analytical Techniques (CFA MU 600 OL)
Systemic and empirical investigations into formal and compositional procedures of selected masterworks from the tonal repertoire. Lectures leading to individual analytical projects. (4 credits)

Critique in Music Education (CFA MU 735 OL)
Survey of literature and action research in music education; formulation of bibliography; intensive and extensive study in one area by each student that culminates in a project employing research techniques. (4 credits)

Aesthetics & Criticism (CFA MU 736 OL)
A survey of critical thought on music from the eighteenth through the twentieth century. Eighteenth-century theories of imitation and affect. Nineteenth-century controversies: absolute vs. program music; music drama vs. Number opera. Composer-critics from E.T.A. Hoffmann, Schumann, Berlioz, and Wagner to Debussy, Schönberg, Ives, and Sessions. Major trends in twentieth-century criticism in the writings of Tovey, Rosen, Kerman, Meyer, Adorno, and Dahlhaus. (4 credits)

Research and Bibliography (CFA MU 747 OL)
Methods and materials of research in music. Bibliography and bibliographical aids. Styles of informal writing. Leading historians of the past and present. Introduction to musicology. (4 credits)

American Music (CFA MU 755 OL)
Early music in the colonies. Various attempts to create an individual "American" musical style. Diversity of influences: European, African American, Indian, Spanish-Mexican, religious, jazz, folk song, minstrel, etc. Music of Billings, Lowell, Mason, Gottschalk, MacDowell, Ives, Gershwin, Copland, and others. (4 credits)

Crossroads: Musical and Cultural Perspectives on the Blues (CFA MU 757 OL)
This online course will provide a wide-angled and narrowly focused examination of the blues in both its musical and cultural dimensions. The idea of "Crossroads" is particularly apt here, as we will define...
the blues as a place where cultures and styles meet, as well as the birthplace of the musical style that
gave rock and jazz its mythical and real past. In this course we will examine the idea of “crossroads”
on many levels: white music crossing black; English and African crossing American; rich intersecting
with poor; authenticity and modernization; electric mixing with acoustic; and the blues crossing
cultural barriers. (4 credits)

Introduction to Music Education Research (CFA MU 765 OL)
Overview of music education research. Research design and methodology to include development of
hypotheses, problems and subproblems, qualitative research, survey, observational, causal
comparative, experimental, evaluation, and historical research. Ability to understand, interpret, and
use research in teaching and learning. (4 credits)

Jazz and Popular Arranging (CFA MU 766 OL)
Standard notational methods; chord vocabulary; arrangements of popular melodies in a variety of
styles; development of materials from lead sheets; class performance of arrangements. (4 credits)

African Music & Culture: Creative Exploration (CFA MU 767 OL)
Focuses on developing innovative teaching material and activities based on African music, and
planning and implementing developmentally appropriate creative experiences based on the wealth of
African cultures and traditions. (4 credits)

Foundations of Music Education I: Philosophy and History (CFA MU 777 OL)
An overview of schooling processes drawn from the principles of the historical, philosophical, and
psychological foundations of music education. (4 credits)

Foundations of Music Education II: Sociology and Psychology (CFA MU 778 OL)
Emphasis on program building, methods, administration, supervision, and evaluation. Concepts are
applied to the theoretical and practical problems of music education. (4 credits)

Orchestration I (CFA MU 779 OL)
Contemporary orchestral techniques. Advanced study in scoring for modern orchestras, ensembles,
choruses, bands and combined media. (4 credits)

Research and Directed Study in Music Education (CFA MU 780 OL)
Last class (thesis) in doctoral program. All other courses must be completed prior to enrollment in MU
780. Selection of thesis or dissertation topic; research techniques; completion of preliminary
bibliography. (4 credits)

http://www.bu.edu/online/online_programs/graduate_degree/doctor_music_education/cour... 1/29/2008