

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 - Wednesday, September 10, 2014**  
**GRH 3073**

- I. Consideration of the Minutes from the August 13, 2014 meeting (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).
  
- II. New Business
  - A. Office of Teacher Services-CEBS**
    - Presentation of Candidates Completing Requirements for Admission to the Professional Education Unit August 14, 2014 to September 10, 2014
  
    - List of Student Teacher Candidates for Fall 2014
  
  - B. College of Education and Behavioral Sciences – Psychology Department**
    - 1. *Consent* – Delete a Course – PSY 410G, Psychology of Learning
    - 2. *Consent* – Revise Course Prerequisites/Corequisites – PSY 562, Practicum in Psychological Assessment
    - 3. *Consent* – Revise Course Catalog Listing – PSY 541, Professional Issues and Ethics in Psychology
    - 4. *Consent* – Revise Course Catalog Listing – PSY 592, Psychology Internship
    - 5. *Action* – Multiple Revisions to a Course – PSY 445, Introduction to Clinical Practice of Psychology
    - 6. *Action* – Multiple Revisions to a Course – PSY 560, Assessment of Cognitive and Intellectual Functioning
  
  - C. Potter College of Arts and Letters**
    - 1. *Consent* – Revise Course Prerequisites/Corequisites – MUS 519 Conducting Seminar
    - 2. *Action* – Revise Program – 0453 Master of Music
  
- III. Other Business
  - Report from the Admission and Retention Subcommittee

# **Candidates Completing Requirements for Admission to Professional Education Unit**

**August 14, 2014 – September 10, 2014**

## **Elementary**

Johnna Blankenship  
Jennifer Haynes  
Carsen Murt  
Braden Proffitt  
Kelli Robinson  
Madison Schwettman

## **Middle Grades**

Adam Buchert – Social Studies/Language Arts  
Chad Mongold – Science  
Jody Owen – Math  
David Smith – Social Studies/language Arts  
Kelli Warford – Math

## **K-12**

Angela Cook – Music  
Martin Cross – Physical Education  
Preslie Cruce – Physical Education

## **SECONDARY**

Emily Anderson – Business & Marketing  
Drennan Bragg – History  
Jacob DeRossett – Physical Education  
Jordan Dobbs – English  
Ferguson, Jordan – Social Studies  
David Fouts – Social Studies

## **SECONDARY (cont.)**

Brice Harney – Business & Marketing  
Madeliene Hunt – Earth & Space Science  
Richard Roberts – Math  
Vaughn Skaggs – History  
Valerie Terry – English  
Byron Varvel – Social Studies

## **Masters**

Mary Eddington – Special Education MAT  
Zipp Duncan – Special Education MAT

## **GRADUATE**

Mary Higginson – School Psychology  
Lindsay Kokai – Library Media Education  
Ashley King – School Psychology

**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](mailto:fred.carter@wku.edu)) prior to the PEC meeting.**

**STUDENT TEACHER CANDIDATES FOR FALL 2014  
QUALIFIED**

**\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\*9/10/14**

WKU ID	FIRST	LAST	MAJOR	
	BRITTANY	CAIN	MGE/S. STUDIES/LA	
	LINDSEY	LOSE	SEC/MATH	

**STUDENT TEACHER CANDIDATES FOR FALL 2014  
\*\*\*APPLICATION WITHDRAWN, 9/10/14\*\*\***

WKU ID	FIRST	LAST	MAJOR	DATE
	EMILY	GILBERT	SEC/ENGLISH	8/26/14

Proposal Date: 8/20/14

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

Contact Person: Steve Winger, steven.winger@wku.edu, 5-4421

**1. Identification of course:**

1.1 Current course prefix (subject area) and number: PSY 410G

1.2 Course title: Psychology of Learning

**2. Rationale for the course deletion:** The PSY 410 course changed to a 300-level course in the new numbering system of the Department of Psychology. Given that PSY 410 no longer exists, a graduate version of the course (i.e., PSY 410G) is not applicable. Furthermore, the department already has a graduate level Psychology of Learning course (i.e., PSY 511) so a “G” version is not needed.

**3. Effect of course deletion on programs or other departments, if known:** There are no other programs or departments that require 410G.

**4. Proposed term for implementation: Spring 2015**

**5. Dates of prior committee approvals:**

Psychology Department

August 20, 2014

CEBS Curriculum Committee

September 2, 2014

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**College of Education and Behavioral Sciences  
Psychology Department  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Dr. Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of course:**

- 1.1 Course prefix (subject area) and number: PSY 562
- 1.2 Course title: Practicum in Psychological Assessment

**2. Current prerequisites/corequisites/special requirements:**

Corequisite: PSY 560 or 561. Prerequisite: Permission of instructor.

**3. Proposed prerequisites/corequisites/special requirements:**

Prerequisite: Permission of instructor.

**4. Rationale for the revision of prerequisites/corequisites/special requirements:**

Previously, the school psychology program required students to take PSY 561 and PSY 562 at the same time. The program no longer has that requirement. Given the current corequisite for PSY 562, a registration override must be conducted for students to enroll only in PSY 562 each year. Eliminating the corequisite would alleviate that problem.

**5. Effect on completion of major/minor sequence:**

None.

**6. Proposed term for implementation:**

Fall, 2015

**7. Dates of prior committee approvals:**

Psychology Department	<u>May 9, 2014</u>
CEBS Curriculum Committee	<u>September 2, 2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Proposal Date: 4-18-14

**College of Education & Behavioral Sciences  
Department of Psychology  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of course:**

1.1 Course prefix (subject area) and number: PSY 541

1.2 Course title: Professional Issues and Ethics in Psychology

**2. Current course catalog listing:**

Roles and responsibilities of professional psychologists emphasizing ethical, legal, and methodological issues for the master's level professional.

**3. Proposed course catalog listing:**

Ethics codes, professional behaviors, and legal issues in applied psychology.

**4. Rationale for revision of the course catalog listing:**

The changes, while minor, concisely describe the content of the course. The term “methodological” was deleted due to a lack of clarity about what that means. Given Specialist in Education (school psychology) graduate students also enroll in the course, the term “master’s level professional” was eliminated.

**5. Proposed term for implementation:**

Fall, 2015

**6. Dates of prior committee approvals:**

Psychology Department

\_\_\_\_\_ May 9, 2014 \_\_\_\_\_

CEBS Curriculum Committee

\_\_\_\_\_ September 2, 2014 \_\_\_\_\_

Professional Education Council

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

\_\_\_\_\_

**College of Education and Behavioral Sciences  
Psychology Department  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Dr. Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of course:**

Course prefix (subject area) and number: PSY 592

Course title: Psychology Internship

**2. Current course catalog listing:**

Prerequisite: Permission of instructor. Field experience for clinical, school, industrial, or other psychologists. Required for Kentucky certification. Typically taken in the student's last semester in residence.

**3. Proposed course catalog listing:**

Prerequisite: Permission of instructor. Applied supervised experiences for clinical and school psychologists. Students must meet minimum hour requirements as specified by the programs. Students are responsible for their own transportation to internship sites.

**4. Rationale for revision of the course catalog listing:**

The Psychology department only has graduate programs in the clinical and school psychology areas, so there is no need for mentioning industrial and "other" psychologists. The school psychology students are the only ones seeking certification and all courses in the school psychology program are required for certification, so there is no reason to include the statement, "Required for Kentucky certification." The statement, "Typically taken in the student's last semester in residence," is not necessarily accurate and the statement describes an advising issue related to the sequence of courses that is not necessary for the catalog listing. The statement about meeting a minimum number of field experience hours was included to address credentialing agencies' standards. The statement about students being responsible for transportation is added for clarification.

**5. Proposed term for implementation:**

Fall, 2015

**6. Dates of prior committee approvals:**

Psychology Department

August 20, 2014

CEBS Curriculum Committee

September 2, 2014

Professional Education Council

Graduate Council

University Senate



Proposal Date: 4-8-14

**College of Education and Behavioral Sciences  
Psychology Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Carl Myers, [carl.myers@wku.edu](mailto:carl.myers@wku.edu), 745-4410

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PSY 445
- 1.2 Course title: Introduction to Clinical Practice of Psychology

**2. Revise course title:**

- 2.1 Current course title: Introduction to Clinical Practice of Psychology
- 2.2 Proposed course title: Introduction to Clinical and School Psychology
- 2.3 Proposed abbreviated title: Intro Clinical School Psych
- 2.4 Rationale for revision of course title: The original intent of the course was to emphasize the applied fields of psychology, so the term, “clinical practice” was used as an inclusive, broad term. However, students often interpret “clinical practice” to mean only clinical psychology. By rephrasing the title to include “clinical and school,” it will clarify the course content.

**3. Revise course number: N/A**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites: PSY 440 or 450, and junior standing or permission of the instructor.
- 4.2 Proposed prerequisites: Junior or senior standing.
- 4.3 Rationale for revision of course prerequisites: While PSY 440 (Abnormal Psychology) and PSY 450 (Personality Psychology) are helpful to better understand a few roles of applied psychologists, the content of those courses is not necessary for students to successfully complete this course. Given PSY 445 is typically offered only once a year, requiring PSY 440 or 450 can impede students’ scheduling of their sequence of classes. Only requiring junior or senior standing will simplify the course prerequisites.
- 4.4 Effect on completion of major/minor sequence: It should make completion of the psychology major easier for students.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Survey of theories, models, and techniques in clinical, counseling, and school psychology. Includes emphasis on professional ethics for psychologists. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

- 5.2 Proposed course catalog listing: Survey of theories, models, and techniques in clinical and school psychology. Includes emphasis on professional ethics for psychologists.
- 5.3 Rationale for revision of course catalog listing: The revision clarifies the emphasis of the course is on clinical and school psychology. Counseling psychology was never a major focus of the course. Field experiences were never included as it was previously taught so the part about field experiences and transportation was deleted.

**6. Revise course credit hours: N/A**

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

**7. Revise grade type: N/A**

- 7.1 Current grade type:
- 7.2 Proposed grade type:
- 7.3 Rationale for revision of grade type:

**8. Proposed term for implementation:**

Fall, 2015

**9. Dates of prior committee approvals:**

Psychology Department	<u>May 9, 2014</u>
CEBS Curriculum Committee	<u>September 2, 2014</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: April 7, 2014

**College of Education and Behavioral Sciences  
Psychology Department  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Sally Kuhlenschmidt, [sally.kuhlenschmidt@wku.edu](mailto:sally.kuhlenschmidt@wku.edu), 745-2114

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PSY 560
- 1.2 Course title: Assessment of Cognitive and Intellectual Functioning

**2. Revise course title:**

- 2.1 Current course title: Assessment of Cognitive and Intellectual Functioning
- 2.2 Proposed course title: Assessment of Individual Intellectual Functioning: Theories and Issues
- 2.3 Proposed abbreviated title: Assess Individ. Intelligence
- 2.4 Rationale for revision of course title: The new title more closely matches licensure requirements and the course content.

**3. Revise course number: N/A**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements: N/A**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Prerequisite: Permission of instructor. Administration of the WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, clinical diagnosis.
- 5.2 Proposed course catalog listing: Prerequisite: Permission of instructor. Review of the theory and development of individually administered cognitive assessments used as basic tools in education and clinical diagnosis. Includes examination of issues in their use and interpretation.
- 5.3 Rationale for revision of course catalog listing: The new course description more accurately reflects course content and removes references that are overly specific (e.g., WISC-Wechsler Intelligent Scale for Children, WAIS-Wechsler Adult Intelligence Scale).

**6. Revise course credit hours: N/A**

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Revise grade type: N/A**

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

**8. Proposed term for implementation:**

Fall, 2015

**9. Dates of prior committee approvals:**

Psychology Department

May 9, 2014

CEBS Curriculum Committee

September 2, 2014

Professional Education Council

Graduate Council

University Senate

**Potter College of Arts & Letters  
Western Kentucky University  
745-2345**

**REPORT TO THE PROFESSIONAL EDUCATION COUNCIL**

Date: September 10, 2014

The Potter College of Arts & Letters submits the following items for consideration:

<b>Type of Item</b>	<b>Description of Item &amp; Contact Information</b>
Consent	<b>Proposal to Revise Course Prerequisites/Corequisites</b> MUS 519 Conducting Seminar Contact Person: Robyn Swanson, <a href="mailto:robyn.swanson@wku.edu">robyn.swanson@wku.edu</a> , 5-5925
Action	<b>Proposal to Revise a Program</b> 0453 Master of Music Contact: Robyn Swanson, <a href="mailto:robyn.swanson@wku.edu">robyn.swanson@wku.edu</a> , 5-5925

Proposal Date: 8/18/14

**Potter College of Arts & Letters  
Department of Music  
Proposal to Revise Course Prerequisites/Corequisites  
(Consent Item)**

Contact Person: Robyn Swanson, [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu), 270-745-5925

- 1. Identification of course:**
  - 1.1 Course prefix (subject area) and number: MUS 519
  - 1.2 Course title: Conducting Seminar
- 2. Current prerequisites/corequisites/special requirements:** MUS 518 Advanced Conducting
- 3. Proposed prerequisites/corequisites/special requirements:** No prerequisite
- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Faculty determined the content within MUS 518: Advanced Conducting is not a needed prerequisite for MUS 519: Conducting Seminar.
- 5. Effect on completion of major/minor sequence:** None
- 6. Proposed term for implementation:** Spring, 2015
- 7. Dates of prior committee approvals:**

Department of Music	8/19/14
PCAL Curriculum Committee	9/04/14
Professional Education Council	
Graduate Council	
University Senate	

**Revise a Program  
(Action)**

Date: 8/5/2014

College: Potter College of Arts and Letters (PCAL)

Department: Department of Music

Contact Person: Robyn Swanson

E-mail: [robyn.swanson@wku.edu](mailto:robyn.swanson@wku.edu)

Phone: 270-745-5925

**1. Identification of program:**

1.1 Reference number: 0453

1.2 Program title: Master of Music

Two concentrations: **(MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader**

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum:

2.4  other: Revision of the alignment of music education course work in the Master of Music Teacher Leader concentrations to the 2014 revised Master of Arts in Education Teacher Leader Program.

**3. Detailed program description:**

Existing Program	Revised Program
<p><b>Master of Music in Music Education Teacher Leader Program (30 hour program)</b>  <b>Admission Requirements:</b>            Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies.  <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i>            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 in Music. A copy of the certificate or statement of eligibility must be submitted with the application.            2. Applicants who have undergraduate</p>	<p><b>Master of Music in Music Education Teacher Leader Program (30 hour program)</b>  <b>Admission Requirements:</b>            Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies.  <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i>  <b>1.</b> 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 in Music. A copy of the certificate or statement of eligibility must be submitted with the application.  <b>2.</b> Applicants who have undergraduate degrees from all other accredited</p>

degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. 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 in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.\*

*Department of Music Admission*

*Requirements:*

- 1) Prior to entrance: Audition on primary instrument or voice
- 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

**Minimal Criteria for Curriculum Development**

When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the program of study.

The 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

universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate) and have or are eligible for a teaching certificate in Music. 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 in Integrated Music, Instrumental Music or Vocal Music. A copy of the certificate or statement of eligibility must be submitted with the application.\*

*Department of Music Admission*

*Requirements:*

- 1) Prior to entrance: Audition on primary instrument or voice
- 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history

**Minimal Criteria for Curriculum Development**

When a student is approved to enter the Rank II (MM/TL) program, the individual will be enrolled in TCHL 500 and will meet with the music program advisor to design the Program of Study.

The 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



hours related to Kentucky Teacher Standards and professional goals.

**(Level 1) Professional Education Core—15**

**hrs**

TCHL 500 Foundations of Teacher Leadership

3 hrs

MUS 509\* Music Curr. in the Elementary and Middle Schools

3 hrs

MUS 514\* Secondary Music Curr. 3 hrs

MUS 625 Graduate Capstone Project 3 hrs

(Action Research Project) ~~or TCHL 560: Action Research for Teacher Leaders~~

\*Competencies included in TCHL 530, ~~540, 544, 548, 550, 554, and 558~~ are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the ~~TCHL 558~~ course.

MUS 512\* Music Education Workshop

3 hrs

(1-3 hours with a maximum of 6)

Additional workshop hours will count under electives.

\*MUS 512 is a required course.

Competencies included in ~~TCHL 550, 554, and 558~~ are embedded in MUS 512.

Students enrolled in MUS 512 will have opportunities to interact with students

enrolled in the ~~TCHL courses 550 & 554.~~

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, ~~540, 544, 548, 550, 554, and 558.~~ Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies

individualized programs of study of 30 hours related to Kentucky Teacher Standards and professional goals.

**(Level 1) Professional Education Core—15**

**hrs**

TCHL 500 Foundations of Teacher Leadership

3 hrs

MUS 509\* Music Curr. in the Elementary and Middle Schools

3 hrs

MUS 514\* Secondary Music Curr. 3 hrs

MUS 625 Graduate Capstone Project (Action Research Project)

3 hrs

\*Competencies included in TCHL 530, **TCHL 545 and TCHL 555** are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the **TCHL 555** course.

MUS 512\* Music Education Workshop

3 hrs

(1-3 hours with a maximum of 6)

Additional workshop hours will count under electives.

\*MUS 512 is a required course.

Competencies included in **TCHL 555** are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to

interact with students enrolled in **TCHL 555.**

Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, **545, and 555.** Those students demonstrating proficiency would not be

and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component—15 hrs**

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

**Music Core Content** 12 hrs from:

MUS 500 Theory Seminar 3 hrs  
MUS 525\* Music and Human Experience 3 hrs

MUS 511 Research Methods in Music or  
~~TCHL 520: Principles of Action Research for Teacher Leaders~~ 3 hrs

MUS 530 Music Literature 3 hrs

~~\*Competencies associated with TCHL 530 are embedded in MUS 525.~~

**Electives: 3 hrs.**

Selected from the following:

MUS 518 Advanced Conducting 3 hrs  
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs  
MUS 513 Ind. Dir. Study/Music Ed 3 hrs  
MUS 550 Applied Music Secondary 1 hr  
MUS 553 Applied Music Principal 2 hrs  
Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574

**Program Exit Requirements:**

Graduate Capstone Project  
Candidates must successfully complete MUS 625- Graduate Capstone Action

expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).

**(Level 2) Specialization Component—15 hrs**

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

**Music Core Content** 12 hrs from:

MUS 500 Theory Seminar 3 hrs  
MUS 525\* Music and Human Experience 3 hrs

MUS 511\* Research Methods in Music 3 hrs

MUS 530 Music Literature 3 hrs

hrs  
\*MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered a Level 1 education course.

\*TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.

**Electives: 3 hrs.**

Selected from the following:

MUS 518 Advanced Conducting 3 hrs  
MUS 538 Ind. Dir. Study/Theory-Lit 3 hrs  
MUS 513 Ind. Dir. Study/Music Ed 3 hrs  
MUS 550 Applied Music Secondary 1 hr  
MUS 553 Applied Music Principal 2 hrs  
Performing Ensembles: Select 1 hr from the following MUS 540, 541, 544, 545, 547, 548, 549, 571, 574

~~Research Project or TCHL 560—Action Research for Teacher Leaders~~ and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Oral Comprehensive Exam**

A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Master of Music in Conducting Teacher Leader Program  
(33-36 hour program)**

**(Level 1) Professional Education Core-15 hrs.**

- TCHL 500 Foundations of Teacher Leadership 3 hrs
- MUS 509\* Music Curr.in the Elementary and Middle Schools 3 hrs
- MUS 514\* Secondary Music Curr. 3 hrs
- MUS 625 Graduate Capstone Project 3 hrs
- ~~or TCHL 560: Action Research for Teacher Leaders~~

\*Competencies included in TCHL 530, ~~540, 544, 548, 550, 554, and 558~~ are embedded in MUS 509 & 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530

**Program Exit Requirements:**

Graduate Capstone Project  
Candidates must successfully complete MUS 625- Graduate Capstone Action Research Project and present research results to the Music Education Committee. For the music education capstone project, the committee will use a 4-point scale with specific criteria (4 being high and 1 being low) to grade the project. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Oral Comprehensive Exam**

A comprehensive approach to problem solving in the discipline of music, which includes Historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

**Master of Music in Conducting Teacher Leader Program  
(33-36 hour program)**

**(Level 1) Professional Education Core-15 hrs.**

- TCHL 500 Foundations of Teacher Leadership 3 hrs
- MUS 509\* Music Curr.in the Elementary and Middle Schools 3 hrs
- MUS 514\* Secondary Music Curr. 3 hrs
- MUS 625 Graduate Capstone Project 3 hrs

<p>course; those enrolled in MUS 514 will have opportunities to interact with students in the <del>TCHL 558</del> course.</p> <p>MUS 512* Music Education Workshop 3 hrs</p> <p>MUS 512 is a required course. Competencies included in <del>TCHL 550, 554, and 558</del> are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the TCHL courses <del>550 &amp; 554</del>.</p> <p>Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with TCHL 530, <del>540, 544, 548, 550, 554, and 558</del>. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).</p> <p><b><u>(Level 2) Specialization Component- 18-21 hrs</u></b></p> <p>Advisor-approved elective courses selected from discipline in which student is certified.</p> <p><b><u>Major Area – Conducting-6-9 hrs</u></b></p> <p>MUS 518 Advanced Conducting 3 hrs</p> <p>MUS 519 Conducting Seminar 3 – 6 hrs</p> <p>Choral Emphasis: 6 hrs Instrumental Emphasis: 3 hrs</p> <p><b><u>Music Core Content -12 hrs from:</u></b></p> <p>MUS 500 Theory Seminar 3 hrs</p>	<p>*Competencies included in TCHL 530, <b>545, and 555</b> are embedded in MUS 509 &amp; 514. Students enrolled in MUS 509 will have opportunities to interact with students in the TCHL 530 course; those enrolled in MUS 514 will have opportunities to interact with students in the <b>TCHL 555</b> course.</p> <p>MUS 512* Music Education Workshop 3 hrs</p> <p>MUS 512 is a required course. Competencies included in <b>TCHL 555</b> are embedded in MUS 512. Students enrolled in MUS 512 will have opportunities to interact with students enrolled in the <b>TCHL 555</b>.</p> <p>Students will be afforded the opportunity to demonstrate proficiency in those competencies associated with <b>TCHL 530, 545 and 555</b>. Those students demonstrating proficiency would not be expected to complete learning outcomes related to those competencies and accompanying critical performances in MUS 509, 512 and 514. They would be provided with advanced learning experiences associated with the courses or would be permitted to substitute another course. The performances are loaded in the unit's accountability system (E-PASS).</p> <p><b><u>(Level 2) Specialization Component- 18-21 hrs</u></b></p> <p>Advisor-approved elective courses selected from discipline in which student is certified.</p> <p><b><u>Major Area – Conducting-6-9 hrs</u></b></p>
--	---

MUS 525\* Music and the Human Experience 3 hrs  
 MUS 511 Research Methods in Music 3 hrs  
 Or TCHL 520 Principles of Action Research for Teacher Leaders  
 MUS 530 Music Literature 3 hrs  
 \*Competencies associated with TCHL 530 are embedded in MUS 525.

**Program Exit Requirements:**

**Graduate Capstone Project**

Candidates must successfully complete MUS 625- Graduate Capstone Conducting project  
 Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.

**Oral Comprehensive Exam**

A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.

MUS 518 Advanced Conducting 3 hrs  
 MUS 519 Conducting Seminar 3 – 6 hrs  
 Choral Emphasis: 6 hrs  
 Instrumental Emphasis: 3 hrs

**Music Core Content -12 hrs from:**

MUS 500 Theory Seminar 3 hrs  
 MUS 525\* Music and the Human Experience 3 hrs  
 MUS 511\* Research Methods in Music 3 hrs  
 MUS 530 Music Literature 3 hrs  
 \*MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530, and is considered a Level 1 education course.  
 \*TCHL 559 Action Research Design (1 hour) is embedded in MUS 511.

**Program Exit Requirements:**

**Graduate Capstone Project**

Candidates must successfully complete MUS 625- Graduate Capstone Conducting project  
 Student must conduct a concert-length public performance or lecture-recital with an ensemble approved by the conducting faculty which will include program notes. A minimal of grade B must be earned for exit from the degree program.

**Oral Comprehensive Exam**

A comprehensive approach to problem solving in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each

	candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.
--	--

**4. Rationale:**

Revise the alignment of the education courses in the Master of Arts in Education: Secondary Education for Teacher Leaders (MAE TL) to the equivalent education courses in the Master of Music (MM) Program: Music Education Teacher Leader and Conducting/Teacher Leader concentrations. In 2011, the Kentucky Education Professional Standards Board (EPSB) approved the MM for rank II teacher leader licensure with the alignment of requirements and competencies in music education course work (MUS 509, 512, 514, 525, 511 and 625) to MAE TL courses TCHL 530, 540, 544, 548, 550, 554, 558, 520, 560. The proposed revisions indicates the alignment of the (2014) revisions within the MAE TL program to the existing MM program teacher leader concentrations. No content changes within the required music education course work are necessary to revise the alignment of the MAE TL course work to the MM teacher leader course work.

Spring 2014 approved revisions to the Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor are as follows:

**Revision of TCHL core courses:**

-TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with **TCHL 545**

**Classroom Instructional Strategies (3 hours).**

-TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with **TCHL 555 School and**

**Classroom Assessment (3 hours).**

-Add new course TCHL 559 Action Research Design (1 hour).

**Revision of Specialization Component Requirement:**

-TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours).

**Revisions to the Master of Music (MM) Program (MUTL) Teacher Leader and (MUCT) Conducting/Teacher Leader Concentrations are as follows:**

**-TCHL 545 Classroom Instructional Strategies (3 hours) are embedded in MUS 509 and 514.**

**-TCHL 555 School and Classroom Assessment (3 hours) embedded in MUS 509, 514, 512.**

**-Delete TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) because MUS 511 is the content-focused music research course.**

**-TCHL 559 Action Research Design (1 hour) is embedded in the MUS 511 Research Methods in Music (3 hours).**

-Delete TCHL 560: Action Research for Teacher Leaders (3 hours) because MUS 625 Graduate Capstone Project is an equivalent.

-MUS 525 Music and the Human Experience (3 hours) is a music content course, aligns to competencies in TCHL 530 and is considered a Level 1 education course.

5. **Proposed term for implementation:** Spring, 2015

6. **Dates of committee approvals:**

Department of Music	<u>08/19/2014</u>
PCAL Curriculum Committee	<u>09/04/2014</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Admission and Retention Subcommittee  
August 28, 2014  
Minutes and Report to PEC for Sept. 10, 2014 meeting

The Admission and Retention Subcommittee met on Wed. August 27, 2014 to hear two appeals: One from a faculty member who made a complaint against a student based on dispositions. The faculty member was recommending that the student be referred to Judicial Affairs for anger management. The second appeal was from a post-baccalaureate Secondary Education major requesting an exception to be admitted to professional education based on her GPA in her last 30 hours.

The committee was made up of the following PEC members: Dr. David LeNoir; Dr. Lacreteria Dye; Dr. Lynn Hines; Dr. Kelly Conroy; and Dr. Janet Applin (Chair). The committee heard from Dr. Fred Carter and the student regarding the circumstances and the student's appeal.

The faculty member was in attendance to present her complaint against the first student.

Regarding student one, the committee voted to recommend that the student in question not be referred to Judicial Affairs but to be given resources and instruction for professional development regarding emotional control in stressful situations. Dr. Lacreteria Dye will compile some resources and material recommendations and Dr. Applin will contact the student to provide the information for professional development.

Regarding student two, the committee voted to recommend that an exception be made and the student be allowed admission to professional education *on the condition* that her transcripts from another institution did not impact her current GPA for her last 30 hours of coursework. Unfortunately, that was exactly the case and, when adding in her course work from another institution, her last 30 hours GPA fell to a 2.7 as opposed to a 3.30. The student will be advised to continue course work to bring up her last 30 hours GPA and then reapply for admission to professional education.

Submitted August 28, 2014  
J. Applin