

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, October 14, 2015
GRH 3073

I. Consideration of the Minutes from the September 9, 2015 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

- Candidates Completing Requirements for Admission to the Professional Education Unit
September 12, 2015 to October 14, 2015
- Spring 2016 Student Teacher Candidate Report

B. College of Education and Behavioral Sciences

Department of Counseling and Student Affairs

1. New Course – CNS 611, Advanced Play Therapy
2. New Course – CNS 612, Expressive Arts Techniques in Counseling
3. New Course – CNS 613, Sandtray Techniques in Counseling
4. Revise Program – ref. 046, School Counseling, MAE

C. Potter College of Arts and Letters

1. Revise Program – 0453, Master of Music in Pedagogy (MUPD)

III. Other Business

--Reports from the Admission and Retention Subcommittee

Candidates Completing Requirements for Admission to Professional Education Unit

September 12, 2015 – October 14, 2015

ELEMENTARY

Hattie Ashby
Elizabeth Billhartz
Ashley Harmon
Makenna LeBlanc
Kristi Pike
Taylor Sevy
Miquel Yates

MIDDLE GRADES

Natascha Brown
Joel Campbell
Alanna Clancey
Danielle Croghan
Priscilla Gordeuk
Lauren Ottersbach
Matthew Terry
Max Valentine

SECONDARY

Lauren Ottersbach
Christopher Poteet

IECE

Stephanie Aquino
Keri Dement

K-12

Daniel Beverly
Daniel Finch

Benjamin W. Lee
Noal McLimore
Jianna Mirabelli
Joseph A. Powers
Jacob Tabor
Paul Vickous

ENGLISH SECOND LANGUAGE

Katherine Daniel
Kirsten Hunt
Summer Smothers

GRADUATE

Laura Duncan
Emily Fisher
Morgan Hestand
Katherine Marcum
Lanie Rudisill
Megan Sparks

If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Dr. Sam Evans, Teacher Services (745-4664 or sam.evans@wku.edu) prior to the PEC meeting.

**SPRING 2016 STUDENT TEACHER CANDIDATE REPORT
PEC MEETING, 10/14/15**

INFORMATION AS OF 10/8/15

TOTAL spring 2016 student teacher candidates	213	
Fall 2015 student teacher with incomplete	1	
International student teacher candidates	44	
Deficient student teacher candidates	38	
TOTAL MAT student teacher candidates	7	
TOTAL candidates not admitted into Teacher Education	18	
Candidates missing PRAXIS SCORES		6
Candidates pending ENGLISH or PUBLIC SPEAKING		7

Most candidates are in process of completing the 200 field observation hour requirement

5-12/AGRICULTURE

TOTAL	3	
<i>Deficiencies</i>		
Not admitted into Teacher Education	2	

5-12/BUSINESS & MKTG

TOTAL	1	
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5-12/FCS

TOTAL	2	
<i>Deficiencies</i>		
Not admitted into Teacher Education	1	

ELEMENTARY

TOTAL	97	
FALL 2015 (IP)	1	
<i>Deficiencies</i>		
Critical Performance	2	
Other (GPA, repeating coursework, etc.)	5	

I.E.C.E

TOTAL	7	
<i>Deficiencies</i>		
Not admitted into Teacher Education	3	
Critical Performance	1	

MGE/ENGLISH

TOTAL	3	
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MGE/MATH

TOTAL	15	
<i>Deficiencies</i>		
Not admitted into Teacher Education	3	
Other (GPA, repeating coursework, etc.)	2	

MGE/MATH/SCIENCE

TOTAL 1

MGE/SOCIAL STUDIES/LANGUAGE ARTS

TOTAL 11

Deficiencies

Other (GPA, repeating coursework, etc.) 4

MGE/SCIENCE

TOTAL 4

Deficiencies

Not admitted into Teacher Education 1

MGE/SEC/MATH

TOTAL 1

MGE/SOCIAL STUDIES

TOTAL 3

P-12/ART

TOTAL 1

P-12/MUSIC

TOTAL 17

Deficiencies

Not admitted into Teacher Education 6

P-12/PE

TOTAL 11

Deficiencies

Critical Performance 2

Other (GPA, repeating coursework, etc.) 2

P-12/SPANISH

TOTAL 2

SEC/BIOLOGY

TOTAL 3

Deficiencies

Not admitted into Teacher Education 1

SEC/ENGLISH

TOTAL 11

Deficiencies

Not admitted into Teacher Education 1

Critical Performance 1

SEC/MATH

TOTAL 3

SEC/SOCIAL STUDIES

TOTAL 7

Deficiencies

Critical Performance 1

SPECIAL EDUCATION/MSD/LBD

TOTAL 10

Deficiencies

Other (GPA, repeating coursework, etc.) 1

MAT STUDENT TEACHER CANDIDATES

5-12/BUSINESS & MKTG 1

P-12/FRENCH 1

P-12/SPANISH 1

SEC/ENGLISH 1

SPECIAL EDUCATION/LBD 3

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton Imelda.Bratton@wku.edu 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 611
- 1.2 Course title: Advanced Play Therapy
- 1.3 Abbreviated course title: Advanced Play Therapy
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; CNS 569; or instructor permission.
- 1.9 Corequisites: None
- 1.10 Course description: In-depth study of advanced principles of play therapy theories and techniques. Application of advanced knowledge of developmental, social, cognitive, and emotional issues that impact children's behavior.

2. Rationale:

The proposed CNS 611 Advanced Play Therapy Techniques in Counseling will provide students with theoretical knowledge and the ability to apply advanced play therapy techniques with clients of all ages. The proposed CNS 611 is intended to focus on advanced play therapy skills to utilize with clients who are chronologically or developmentally between 3 to 11 years of age and their families. Because many mental health professionals use advanced play therapy techniques, the course will appeal to students in psychology and social work. Over the past three years students and graduates in the counseling department have expressed an interest through course feedback and written emails in working towards the RPT credential. Additionally practitioners in the local area have provided feedback this training would be valuable for their professional training and for counseling interns working in sites with children and adolescents.

The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 611. Advanced Play Therapy Techniques in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 5 practitioners in the local area that hold the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.

The Talley Family Counseling Center (TFCC), located in Gary Ransdell Hall, has two fully equipped play therapy rooms available for training students and providing play therapy sessions for children and families. Over the past three years students and

graduates in the counseling department have expressed an interest through course feedback and written emails in working towards the RPT credential. Additionally practitioners in the local area have provided feedback this training would be valuable for their professional training and for counseling interns working in sites with children and adolescents.

2.1 Relationship of the proposed course to other courses at WKU:

This course has minor similarities to courses that are offered in other departments; however, it offers a specific focus with more in depth scope. The Psychology Department offers PSY 545 Clinical Child Psychology: Theory and Practice. This course offers a brief introduction to the theory and practice of play therapy; however, it is not the primary focus. Additionally PSY 545 has a cognitive behavioral component, which CNS 600 has a child-centered component.

The Dept. of Social Work offers SWRK 573 Assessment and Case Management of Child Sexual Abuse, which emphasizes assessment and referral or treatment by social workers with children that are survivors of sexual abuse, where CNS 600 would be more of a general approach used to treat a variety of behavior and abuse issues.

Additionally SWRK 672 Child Sexual Abuse has a specific focus on dynamics and effects of sexual abuse, where CNS 611 would be more of a course that can apply to a variety of behavior and abuse issues.

3. Discussion of proposed course:

3.1 Schedule type: L - Lecture

3.2 Learning Outcomes: At the conclusion of this course students will be able to:

- Describe advanced techniques of play therapy theories.
- Demonstrate ability to verbally conceptualize the child client.
- Demonstrate ability to develop resources and training for parents/caregivers and educators.
- Demonstrate advanced play therapy skills.
- Describe an understanding of working with multicultural populations.
- Describe legal and ethical issues that impact play therapists.

3.3 Content outline:

- Advanced principles and process of play therapy theories
 - Advanced approaches to working with children
 - Advanced principles of play therapy theories
 - Advanced process of play therapy theories
 - Identifying process and stages of advanced play therapy sessions
- Advanced treatment planning
 - Advanced conceptualization of child clients
 - Advanced treatment planning of child clients
 - Resources for parents/caregivers and educators
 - Training for parents/caregivers and educators
- Various types of advanced play therapy
 - Group play therapy
 - Sibling play therapy
 - Family/Filial play therapy
- Ethical and legal issues
 - Ethical practice in advanced play therapy sessions
 - Ethical issues
- Working with multicultural populations

- Performance of advanced play therapy skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.4 Student expectations and requirements: Student expectations and requirements: Students will be evaluated on their:
- Performance of advanced play therapy skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.5 Tentative texts and course materials:
- O'Connor, K. & Braverman, L (Ed.s). (2009). *Play therapy theory and practice* (2nd ed). New York: Riley.
 - Ray, D.C. (2011). *Advanced play therapy*. New York: Routledge.

4. Budget implications:

- 4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Summer, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.
- 4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation: Summer 2016

6. Dates of committee approvals:

Department	April 14, 2015
College Curriculum Committee	October 6, 2015
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton, Imelda.Bratton@wku.edu, 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 612
- 1.2 Course title: Expressive Arts Techniques in Counseling
- 1.3 Abbreviated course title: Expressive Arts in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; or instructor permission.
- 1.9 Corequisites: None
- 1.10 Course description: Introduction to a variety of expressive arts interventions such as art, drawing, drama, music, and poetry in counseling. Provides overview of history, theory, and interventions across the lifespan.

2. Rationale:

- 2.1 Reason for developing the proposed course: When children and adult clients are unable to respond effectively to talk therapy, helping professionals can use expressive arts to help clients gain insight into their issues. Various art, music, movement, drama and book interventions are used to assist in the therapeutic exploration of unhealthy emotions. Effective use of expressive arts techniques depends on skill development, conceptual grounding, and supervised practice. The proposed CNS 612 Expressive Art Techniques in Counseling will provide students with theoretical knowledge and the ability to apply expressive art techniques with clients of all ages. Because many mental health professionals use expressive art techniques, the course may appeal to students in psychology and social work. Former and current students, site supervisors and local practitioners have provided feedback requesting the addition of expressive art courses.
The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 612 Expressive Arts in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 5 practitioners in the local area that hold the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.
- 2.2 Relationship of the proposed course to other courses at WKU: The proposed CNS 612 Expressive Art Techniques in Counseling compliments CNS 569 Play Therapy. CNS 569 Play Therapy focuses on clients who are chronologically or developmentally between the ages of 3 to 11 years, with an emphasis of using toys as an intervention medium in the counseling session. The content of the proposed course focuses on

working with clients of all ages across the lifespan. Additionally CNS 569 uses the play therapy intervention while the proposed CNS 612 Expressive Art Techniques in Counseling specifically uses art, drawing, drama, music, and poetry as intervention medium in counseling sessions. The Dept. of Social Work offers SWRK 675 Expressive Therapies, which emphasizes a holistic perspective with alternative practices where CNS 612 would be more of a general approach using expressive art interventions to treat a variety of behavior and abuse issues.

3. Discussion of proposed course:

3.1 Schedule type: L – Lecture

3.2 Learning Outcomes: At the conclusion of this course students will be able to:

- Describe techniques of expressive arts theories.
- Demonstrate ability to verbally conceptualize the client.
- Demonstrate ability to develop appropriate expressive arts interventions for clients.
- Describe the impact of counseling theory in expressive arts activities;
- Identify and develop interpersonal skills for conducting an expressive arts activity.

3.3 Content outline:

- Introduction to Expressive Art Techniques in Counseling;
- History of Expressive Art Techniques in Counseling;
- Theory of Expressive Art Techniques in Counseling;
- Role and characteristics of the Counselor during Expressive Art interventions;
- Art Techniques;
- Drawing Techniques;
- Psychodrama Techniques;
- Music Techniques;
- Dance Techniques;
- Bibliotherapy Techniques;
- Journal and Poetry Techniques

3.4 Student expectations and requirements: : Students will be evaluated on their:

- Performance of expressive arts skills
- Performance of completing assignments
- Reflection papers on self-assessments

3.5 Tentative texts and course materials:

- Green, E. J., and Drewes, A. A. (Eds.) (2013). *Integrating expressive arts and play therapy with children and adolescents*. New Jersey: Wiley.

4. Budget implications:

4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Winter, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.

4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation: Summer 2016

6. Dates of committee approvals:

Department	April 14, 2015
College Curriculum Committee	October 6, 2015
Professional Education Council	
Graduate Council	
University Senate	

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton Imelda.Bratton@wku.edu 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 613
- 1.2 Course title: Sandtray Techniques in Counseling
- 1.3 Abbreviated course title: Sandtray in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; or instructor permission.
- 1.9 Corequisites: None
- 1.10 Course description: Introduction to principles of sandtray technique. Provides overview of history, theory, and interventions across the lifespan.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed CNS 613 Sandtray Techniques in Counseling will provide students with theoretical knowledge and the ability to apply sandtray, an expressive art technique, with clients of all ages. Because many mental health professionals use expressive art techniques, the course will appeal to students in psychology and social work. Current and former WKU students have provided consistent feedback, through course evaluations and written emails, of wanting more expressive art classes.

The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 613 Sandtray Techniques in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 5 practitioners in the local area that hold the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.
- 2.2 Relationship of the proposed course to other courses at WKU: The proposed CNS 613 Sandtray Techniques in Counseling compliments CNS 569 Play Therapy. CNS 569 focuses on clients who are chronologically or developmentally between the ages of 3 to 11 years, with an emphasis of using toys as an intervention medium in the counseling session. The content of the proposed course focuses on working with clients of all ages. The proposed CNS 613 Sandtray Techniques in Counseling is different because of its focus on integrating sandtray as an expressive art technique in counseling sessions. The Department of Social Work offers SWRK 675 – Expressive Therapies, which explores alternative practices relevant for social work practice. The proposed CNS 613 Sandtray

Techniques in Counseling is different as it focuses on the specific use of sandtray in the counseling process.

3. Discussion of proposed course:

- 3.1 Schedule type: L - Lecture
- 3.2 Learning Outcomes: At the conclusion of this course students will be able to:
 - Describe techniques of sandtray theory.
 - Demonstrate ability to verbally conceptualize the client using sandtray techniques.
 - Demonstrate sandtray skills.
 - Describe an understanding of working with multicultural populations.
- 3.3 Content outline:
 - Introduction to sandtray techniques in counseling.
 - History of sandtray techniques in counseling.
 - Theory of sandtray techniques in counseling.
 - Appropriate clients and populations in which to use sandtray techniques.
 - Role and characteristics of the counselor during sandtray interventions.
 - Stages and process of sandtray techniques.
- 3.4 Student expectations and requirements: Students will be evaluated on their:
 - Performance of sandtray skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.5 Tentative texts and course materials:
 - Homeyer, L., & Sweeney, D. (2011). *Sandtray: a practical manual* (2nd ed). NY: Routledge.

4. Budget implications:

- 4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Summer, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.
- 4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation: Summer 2016

6. Dates of committee approvals:

Department	April 14, 2015
College Curriculum Committee	October 6, 2015
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, PhD, jillduba.sauerheber@wku.edu; 5-4799

1. Identification of program:

1.1 Reference number: 046

1.2 Program title: School Counseling, Masters of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

(Identify deletions by strike-through and highlight additions.)

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings</p>	<p>CNS ADMISSIONS</p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p>

available:

Application for admission requires three steps:

1. Submit required materials to the Graduate School:
 1. Complete the online graduate application at www.wku.edu/graduate.
 2. Pay a non-refundable application processing fee. Payment is required prior to submission of required materials and the online application form.
 3. Submit official transcripts of all post-secondary academic work.
 4. All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.
 5. Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.
 6. Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to

After the completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

Completed applications include a various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.

All of the following materials should be submitted directly through the Graduate School application. Once the entire application has been completed, the Program Coordinators will be notified.

1. **Graduate School Application Form** (<http://www.wku.edu/graduate/>) Requirements include a non-refundable application processing fee and official transcripts.
2. **A statement of interest** of no more than 6 pages in length (including a cover page, and page with references listed) that includes the content noted below. This statement should be in APA format, include correct spelling and grammar, and organized according to the prompts below.
 - a. Present your career objectives and discuss how a degree in counseling or student affairs (depending on which program is your focus) will prepare you to meet these objectives. Provide

~~the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.~~

- ~~2. Apply for admission to the School Counseling Program. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the materials specified below directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:~~

- ~~1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content:~~

- ~~1. Discuss what it would mean to you to become a school counselor.~~
- ~~2. Describe your personal characteristics that prepare you to become an effective school counselor.~~
- ~~3. Discuss how you~~

support for why you believe your interests and traits (i.e., personal dispositions, interpersonal skills and experiences) match this profession. Be specific and provide examples from your life experiences.

- ~~b. Describe your experiences with and respect for cultural diversity. More specifically, discuss how you have formed and maintained relationships with persons from different backgrounds and cultures from your own (i.e., gender, race, ethnicity, religion, socioeconomic status, etc.) in both individual and group contexts. How do you maintain respect for these differences? Use specific examples.~~
- ~~c. Briefly discuss how you deal with stressful events. Discuss how you deal with your emotional reactions to events in your life.~~
- ~~d. Three Potential References (listed on last page) who can speak to your academic and/or professional dispositions. Include their full names, job titles, organizations, email addresses, phone numbers, and your relationship to them.~~

The statement of interest will be reviewed according to the following: careful reflection, insight, and openness to self-examination in addition to evidence of knowledge, skills, and awareness of interpersonal relationships. Further, the applicant's career objectives and goals will be considered according to whether they are consistent with the program objectives. Finally, the statement of

~~deal with your emotional reactions to events in your life.~~

- ~~4. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.~~
- ~~5. Briefly discuss how you deal with stressful events.~~
- ~~6. Explain how your friends and family would describe the way you function in your relationships with them.~~
- ~~7. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.~~

~~2. A completed admission form ([PDF](#) or [Word](#))~~

- ~~1. Signature required—
Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.~~
- ~~2. If you have been~~

interest will be reviewed according to proper grammar, writing style, flow of ideas and writing structure, as well as use of APA format.

3. KSP background check and signed statement: [PDF](#) | [Word](#)

4. An updated resume

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a **Case Study Writing Sample**. Once the completed application is received, separate instructions will be sent for completing this process.

~~charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.~~

- ~~3. Three recommendations that use the Candidate Recommendation Form ([PDF](#) or [Word](#))
 - ~~1. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.~~
 - ~~2. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference.~~~~

Also, give this person an envelope in which she or he will seal the recommendation.

3. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.

4. An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.

5. A current vita.

6. Mail your complete application portfolio to:
Department of Counseling
and Student Affairs
School Counseling Program
Western Kentucky
University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
#51031
Bowling Green, KY 42101-
1031

The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to

~~and from the individuals making the recommendations.~~

~~3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:~~

- ~~1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.~~
- ~~2. Discussion of academic and professional goals.~~
- ~~3. Expectations of faculty.~~
- ~~4. Demonstration of interpersonal skills and insight into personal motivations.~~
- ~~5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.~~

Participation in the interview process does not guarantee admission but is a prerequisite for admission. ~~Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the~~

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term.

~~number of openings.~~

~~After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.~~

Please refer to the [admission section](#) of this catalog for Graduate School admission requirements.

Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks.

Program Coordinators will oversee the application process.

Please refer to the [admission section](#) of this catalog for Graduate School admission requirements.

4. Rationale: First, the process will become much more efficient and expedient. The Graduate School will process the applications, as well as keep track of the completeness of the application. In the past, part of the application was submitted to Graduate School and the other requirements were sent to the Department. Because of this efficiency, admissions will be opened twice a year (which could significantly increase number of applicants). Secondly, the new application requirements will reflect what Department faculty actually value in incoming students. For example, while the GRE and/or MAT results were considered, they were not seen as reflective of a Counseling or Student Affairs student's potential or aptitude within the Department. Removing the exam requirement is also consistent with a practice throughout the university. Additionally, reference letters will not be required but only used upon request. Similarly, such letters were not seen as useful predictors of student success within the Department. Finally, the number of prompts for the writing sample were significantly reduced to reflect only information that the faculty value as useful for admissions decisions. Thirdly, the admissions interview was revised to include a group interview (rather than solely relying on individual interviews). This revision reflects current practice within Counselor Education programs

throughout the country. It also provides an excellent opportunity for incoming students to demonstrate personal qualities and dispositions valued by the helping profession. In short, the faculty believe that all of the revisions will not only streamline the admissions process, but also provide a process that more accurately reflects what the faculty value, as well as current admissions practices in Counselor Education programs across the country.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>09-16-2015</u>
College Curriculum Committee	<u>10-6-2015</u>
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Submitted by: Dr. Robyn Swanson
robyn.swanson@wku.edu
270-745-5925

1. Identification of program:

- 1.1 Current program reference number: 0453
- 1.2 Current program title: Master of Music in Pedagogy (MUPD)
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

The Department of Music proposes to add four additional hours (two semesters) of applied instruction to the MM in Pedagogy. As a result a smaller amount of electives (3 instead of 6) will be required and a one-hour ensemble requirement will also be removed.

3. Detailed program description:

Existing Program**Admission Requirements:**

Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies.

(Criteria vary, depending on the student's undergraduate institution and GPA):

1. No GRE qualifying score will be required for applicants who are graduates of a WKU baccalaureate music degree program.
2. Applicants who have undergraduate 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).
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. \
4. *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

All degree-seeking students must submit a planned program of study (Curriculum Contract) to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program.

Master of Music in Pedagogy Program

(30 hour program)

Leads to National Certification by Music Teachers National Association (MTNA)

~~Pedagogy Core 12 hrs.~~

MUS 520 Advanced Pedagogy	3 hrs
MUS 513 Ind. Dir. Study/Pedagogy	3 hrs
MUS 553 Applied Lessons	2 hrs
Ensemble	1 hr.
MUS 625 Graduate Capstone Project	3 hrs

Music Core 12 hrs.

MUS 500 Theory Seminar	3 hrs
MUS 530 Music Literature	3 hrs
MUS 525 Music and Human Experience	3 hrs
MUS 511 Research Methods in Music	3 hrs

~~Electives 6 hrs.~~

MUS 512 Music Education Workshop	3 hrs
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Revised Program**Admission Requirements:**

Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies.

(Criteria vary, depending on the student's undergraduate institution and GPA).

1. No GRE qualifying score will be required for applicants who are graduates of a WKU baccalaureate music degree program.
2. Applicants who have undergraduate 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).
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. \
4. *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

All degree-seeking students must submit a planned program of study (Curriculum Contract) to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program is to be developed in consultation with the approved advisor that is assigned at the time of admission to the program.

Master of Music in Pedagogy Program

(30 hour program)

Leads to National Certification by Music Teachers National Association (MTNA)

Pedagogy Core 15 hrs.

MUS 520 Advanced Pedagogy	3 hrs
MUS 513 Ind. Dir. Study/Pedagogy	3 hrs
MUS 553 Applied Principal Lessons	6 hrs
(3 semesters @ 2 hrs. each)	
MUS 625 Graduate Capstone Project	3 hrs

Music Core 12 hrs.

MUS 500 Theory Seminar	3 hrs
MUS 530 Music Literature	3 hrs
MUS 525 Music and Human Experience	3 hrs
MUS 511 Research Methods in Music	3 hrs

Electives 3 hrs.

MUS 512 Music Education Workshop	3 hrs
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4. Rationale for the proposed program change:

Because pedagogy in music is concerned primarily with private studio teaching, the consensus among applied faculty is that the current applied lesson requirement of 2hrs. is not adequate. Applied lessons at the principal level should be increased to 6hrs to meet the one-on-one teaching/learning demands of graduate work in music pedagogy.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department of Music	<u>9/25/2015</u> _____
Potter College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Minutes
Admission and Retention Subcommittee
June 30, 2015

The committee was convened electronically to hear the appeals from three students (N.P.; S.Y.M.; and J.C.) asking for an exception to be made and a recommendation be made for admission to professional education based on their GPA in their last 30 hours of course work.

The committee members were: Dr. Christina Noel, Dr. Lauren Bland, Dr. Carl Myers, and Dr. Jeff Bright and myself, Janet Applin.

The committee voted to recommend that all three students be admitted based on their GPA in their last 30 hours. However, for one student, J.C., the vote was not unanimous, it was 3 yes votes and 2 no votes. The student was informed of the concerns about his ability to meet the requirements for student teaching and will meet with Dr. Applin to make a plan at the beginning of the fall semester. All students were informed that, although a recommendation for admission will be made, the PEC has the final vote and they must still meet the requirements for student teaching.

Submitted July 1, 2015 by Janet Applin, Chair, Admission and Retention Subcommittee of PEC

Minutes
Admission and Retention Subcommittee
September 18, 2015

The committee was convened electronically on Sept. 18, 2015 to hear the appeals from four students (D.B., S.Y., R.W., and S.A.) asking for an exception to be made and a recommendation be made for admission to professional education based on their GPA in their last 30 hours of course work.

The committee members were: Dr. Kerrie McDaniel, Dr. Miwon Choe, Dr. Katie Algeo, Dr. Cynthia Houston, and Dr. Janet Applin

The committee voted to recommend that all four students be admitted based on their GPA in their last 30 hours. The committee did express concerns that, although all four students met the 3.0 in their last 30 hours criteria, two of the students had low grades in their content areas of Math and Science. In addition, one student elicited concerns regarding her professionalism due to her handwritten appeal letter and holds on her account. All students were informed that, although a recommendation for admission will be made, the PEC has the final vote and they must still meet the requirements for student teaching and certification. .

Submitted October 14, 2015 by Janet Applin, Chair, Admission and Retention Subcommittee of PEC