

AGENDA
CEBS CURRICULUM COMMITTEE
3:00 pm – November 1, 2016
GRH 3073

- I. Approval of Minutes of the October 4, 2016 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
- II. Approval of Agenda of this November 1, 2016 CEBS Curriculum meeting
- III. **New Business**

College of Education and Behavioral Sciences

Action Items:

- 1. Revise a Program, 042, Educational and Behavioral Science Studies, Master of Arts in Education

Department of Counseling and Student Affairs

Action Items:

- 1. Revise a Course, CNS 560, Professional Studies in Counseling and Marriage and Family Therapy
- 2. Revise a Course, CNS 592, Crisis Counseling
- 3. Revise a Course, CNS 658, Seminar in Guidance and Counseling
- 4. Revise a Course, CNS 660, Organization and Administration of Counseling Services
- 5. Revise a Program, 112, Counselor Education, Specialist in Education
- 6. Revise a Program, 159, Extension from Elementary or Secondary Guidance to P-12, Certification-Only (159, KGCS)
- 7. Revise a Program, 046, School Counseling in Education
- 8. Revise a Program, 048, Standard Guidance, Non-Degree Rank I
- 9. Revise a Program, 159, Standard Guidance, Provisional to P-12, Certification-Only (159, KGCP)
- 10. Revise a Program, 043, Clinical Mental Health Counseling
- 11. Revise a Program, 043, Marriage, Couple and Family Counseling
- 12. Revise a Program, 145, Student Affairs in Higher Education, Master of Arts in Education

School of Teacher Education

Consent Items:

- 1. Revise Course Prerequisites/Corequisites, SPED 331, Early Childhood Education for Children with Disabilities
- 2. Revise Course Prerequisites/Corequisites, IECE 310, Early Reading, Language and Literacy
- 3. Revise Course Prerequisites/Corequisites, IECE 321, Family Supports and Services
- 4. Revise Course Prerequisites/Corequisites, IECE 322, Planning Curriculum and Instruction for Diverse Learners
- 5. Revise Course Prerequisites/Corequisites, IECE 323, Positive Behavioral Supports with Young Children
- 6. Revise Course Prerequisites/Corequisites, IECE 325, Partnerships with Families
- 7. Revise Course Prerequisites/Corequisites, IECE 326, Integrating Mathematics and Science Across the Early Childhood Curriculum
- 8. Revise Course Prerequisites/Corequisites, IECE 421, Advanced Curriculum and Instruction for Infants and Toddlers
- 9. Revise Course Prerequisites/Corequisites, IECE 422, Advanced Curriculum and Instruction for Young Children

10. Revise Course Prerequisites/Corequisites, IECE 423, Interdisciplinary Services for Young Children with Low Incidence Disabilities
11. Revise Course Prerequisites/Corequisites, IECE 489, Practicum Seminar in Interdisciplinary Early Childhood Education
12. Revise Course Prerequisites/Corequisites, IECE 490, Student Teaching Practicum (Infant and Toddler or Kindergarten), Student Teaching Practicum (Preschool)
13. Revise Course Prerequisites/Corequisites, IECE 491, Practicum in Interdisciplinary Early Childhood Education

Action Items:

1. Create a New Course – IECE 320, Introduction to Early Childhood Assessment
2. Revise a Program, 526, Major in Interdisciplinary Early Childhood Education
3. Revise a Program, 044, MAE Literacy Education

Department of Psychology

Action Items:

1. Revise a Course, PSY 791, Advanced Psychology Practice
2. Revise a Course, PSY 792, Advanced Practicum in Intervention
3. Revise a Course, PSY 799, Dissertation
4. Revise a Course, PSY 895, Predoctoral Internship

IV. Other Business

1. Discussion and vote on making change to the committee bylaws that would make department heads non-voting members. This section of the bylaws currently reads:

A. Ex-officio Members (voting) Associate Dean for Academic Programs (Chair)
Department/unit heads from each academic department/unit in the college
Director of the Office of Teacher Services and School Relations

**Revise a Program
(Action)**

Revised for Oct. 31, 2016 GCCC

Date: March 24, 2016

College: College of Education and Behavioral Sciences

Department: Dean's Office/College Wide Program

Contact Person: Janet Applin, janet.applin@wku.edu, 270-745-4014

1. Identification of program:

1.1 Reference number: 042

1.2 Program title: Education and Behavioral Science Studies, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

- Revising curriculum from having "options" to having "concentrations."
- Requiring specific set of CORE courses for all concentrations of 15 hours.
- Adding a new concentration (College and Career Readiness) within the EBSS curriculum to the two existing concentrations.
- Changing total hours to 30-33.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or</p>	<p>The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense); behavioral sciences (in a general sense); or College and Career Readiness, but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education, behavioral sciences or College and Career Readiness for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced</p>

advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.

Program Admission

Applicants for admission must:

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and
- ~~Submit a scholarly/professional writing sample to be assessed by the admissions committee; OR~~
- Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE-V+GRE-Q) +(GPAX100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND
- ~~Submit completed departmental application form that describes the applicant's professional/career goals,~~

certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology. The College and Career Readiness

Concentration may lead to the Certificate in CCR if the student chooses this option.

Students choose one of the Concentrations Below:

1. Education (EDU)
2. Behavioral Sciences (BEH)
3. College and Career Readiness (CCR)

Program Admission

Applicants for admission must:

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and
- **Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals.**
- **International students who apply must meet Graduate School Admission requirements for International Students – See Current Graduate Catalog.**
- **If the applicant's GPA (counting all course work, undergraduate and graduate) does not meet the cumulative 2.75 GPA or 3.0 in the last 30 hours of course work, the student must take and**

including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).

Program Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required Core for All EBSS Students – 21 hours:

EDFN 500 Research Methods (3 hrs)

Professional Foundations Course (3 hrs)

Strategies/Methodologies of Education, or Behavioral Sciences Course (3 hrs)

Developmental Issues Course (3 hrs)

meet the GRE requirements below to be admitted to the program.

- Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE-V+GRE-Q) +(GPAX100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND

Program Requirements (30 – 33 hours)

A minimum of 30 semester hours for the Education or Behavioral Sciences Concentration. Students who choose the College and Career Readiness Concentration to earn the CCR Certificate will take a minimum of 33 hours.

All students must pass a Capstone Exit Experience.

Required Core for All EBSS Students – 15 hours:

EDFN 500 Research Methods – 3 hours

PSY 520 Individual Differences in Human Diversity – 3 hours

PSY 541 – Professional Issues and Ethics in Psychology – 3 hours

ADED 510 Intro to Adult Ed – 3 hours

LEAD 500 Effective Leadership Studies – 3 hours

<p>Professional Development¹ (3 hrs)</p> <p>EDU 594 Practicum in Education or Behavioral Sciences² (3 hrs)</p> <p>Capstone Course¹ (3 hrs)</p> <p>EDU 595 Directed Study in Education or Behavioral Sciences</p> <p>¹ A thesis may be substituted for the Professional Development and Capstone Course Requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of thesis director.</p> <p>² Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.</p> <p>Option 1: Education Studies</p> <p>Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course (3 hrs)</p> <p>Select 9 hours of content courses¹</p> <p>Total hours for Option 1 - 12 hours</p> <p>¹ Courses from non-education fields must be approved by advisor</p> <p>Option 2: Behavioral Science Studies</p> <p>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral Science areas.¹ (12 hours)</p> <p>Total hours for Option 2 – 12</p> <p>¹ Students must have prior departmental approval to enroll in the courses.</p>	<p>Restricted Electives</p> <p>IF IN EDUCATION OR BEHAVIORAL SCIENCE CONCENTRATION: 9 HOURS TOTAL ELECTIVES from the following list:</p> <p>EDU 522 Foundations of Differentiated Instruction 3 hours</p> <p>EDFN 501 Educational Statistics 3 hours</p> <p>GTE 536 Nature and Needs of Gifted, Creative, and Talented Students 3 hours</p> <p>ID 560 Instructional Design Foundations 3 hours</p> <p>LEAD 525 Leadership Ethics 3 hours</p> <p>LME 519 Special Topics in Educational Technology 3 hours</p> <p>LTCY 500 Fundamentals of Reading and Related Language Arts</p> <p>SPED 516 The Exceptional Child: Perspectives and Issues</p> <p>SPED 532 Families, Professionals and Exceptionalities</p> <p>Required for students in CCR OPTION – 15 hours:</p> <p>CNS 500</p> <p>CNS 501</p> <p>CNS 502</p> <p>CNS 503</p> <p>CNS 556</p> <p>Exit Requirements– Students must choose Thesis Option or Capstone Option – 6 HOURS EXIT REQUIREMENTS</p> <p>CAPSTONE OPTION</p>
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Total Program Hours 30	<p>EDU 594 – 3 hours</p> <p>EDU 595 – 3 hours</p> <p>OR</p> <p>THESIS OPTION</p> <p>EDU 599 Thesis – 6 hours</p> <p>Total Program Hours 30 to 33 hours</p>
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4. Rationale: The Counseling and Student Affairs Department has developed a core group of courses to train professionals in College and Career Readiness. Those courses have been added to the Education and Behavioral Science Studies Program as an additional concentration along with the Education Science Studies Concentration and the Behavioral Sciences Concentration. This will allow those students who are seeking a Master of Arts in Education, but who are seeking no credential or certification, more options in the EBSS program. In addition, we have changed to a specific set of CORE courses required of all students to meet the SACSCOC requirements of having a set core for all students in the program of at least 50%.

5. **Proposed term for implementation: Fall 2017**

6. **Dates of committee approvals:**

Department	<u>N/A</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	_____
University Senate	_____

**Revise a Course
(Action)**

Date: October 19, 2016

College, Department: College of Education and Behavioral Sciences
Department of Counseling and Student Affairs

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 560
- 1.2 Course title: Professional Studies in Counseling and Marriage and Family Therapy
Previous course description: Historical, philosophical, and societal dimensions of clinical mental health and marriage, couple, and family counseling. Legal and ethical issues in professional counseling.

2. Proposed change(s):

- 2.1 course number: CNS 560
- 2.2 course title: Professional Studies in Clinical, Family and School Counseling
- 2.3 credit hours: 3
- 2.4 grade type: Standard Letter Grading
- 2.5 prerequisites: None
- 2.6 corequisites: None
- 2.7 course description: Historical, philosophical, and societal dimensions of clinical mental health counseling; marriage, couple, and family counseling; and school counseling. Legal and ethical issues and professional identity in counseling.
- 2.8 other: N/A

3. Rationale for revision of course: The course currently is the introduction course for the Clinical Mental Health Counseling and Marriage, Couple and Family Counseling programs. The proposed revision will replace the CNS 550 Introduction to Counseling course in the School Counseling program; and will be the introduction course for all three programs. The faculty believe it is critical that students in each program track area understand each other's professional orientations to assist them in conducting competent consultations and collaborations among various systems to best help their future clients and students.

4. Term of implementation: Fall 2017

5. Dates of committee approvals:

Department	October 19, 2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: October 19, 2016

College, Department: College of Education and Behavioral Sciences
Department of Counseling and Student Affairs

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

6. Identification of course

- 1.3 Course prefix (subject area) and number: CNS 592
- 1.4 Course title: Crisis Counseling

Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events.

7. Proposed change(s):

- 7.1 course number: CNS 592
- 7.2 course title: Crisis, Trauma and Violence Counseling
- 7.3 credit hours: 3
- 7.4 grade type: Standard Letter Grading
- 7.5 prerequisites: Admission to or completion of approved program in a helping profession or instructor permission.
- 7.6 corequisites: None
- 7.7 course description: Theory and practice of crisis, trauma and violence counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, violence, disaster, and trauma causing events.
- 7.8 other: N/A

8. Rationale for revision of course: The proposed name and course description change more appropriately meets the current trends in the profession and accreditation requirements for the revised 2016 Council for Accreditation of Counseling & Related Educational Programs standards.

9. Term of implementation: Fall 2017

10. Dates of committee approvals:

Department

October 19, 2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: October 19, 2016

College, Department: College of Education and Behavioral Sciences
Department of Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., jillduba.sauerheber@wku.edu, 5-4799
Lacretia Dye, Ph.D., Lacretia.dye@wku.edu

11. Identification of course

- 1.5 Course prefix (subject area) and number: CNS 658
- 1.6 Course title: Seminar in Guidance and Counseling
Previous course description: Presentation and discussion of research in guidance and counseling. Emphasizes theoretical and practical criticism of relevant studies in the field. (May be repeated with a different topic for a maximum of 6 hours.)

12. Proposed change(s):

- 12.1 course number: CNS 658
- 12.2 course title: School Counseling Leadership and Consultation
- 12.3 credit hours: 3
- 12.4 grade type: Standard Letter Grading
- 12.5 prerequisites: None
- 12.6 corequisites: None
- 12.7 course description: This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent.
- 12.8 other: N/A

13. Rationale for revision of course: The name change more accurately reflects what is currently being taught in the course as well as using language that is current in the school counseling field.

14. Term of implementation: Fall 2017

15. Dates of committee approvals:

Department

October 19, 2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: October 19, 2016

College, Department: College of Education and Behavioral Sciences
Department of Counseling and Student Affairs

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

16. Identification of course

- 1.7 Course prefix (subject area) and number: CNS 660
- 1.8 Course title: Organization and Administration of Counseling Services

17. Proposed change(s):

- 17.1 course number: CNS 660
- 17.2 course title: Principles and Practice of School Counseling
- 17.3 credit hours: 3
- 17.4 grade type: Standard Letter Grading
- 17.5 prerequisites: None
- 17.6 corequisites: None
- 17.7 course description: Course participants will learn how to design and implement guidance, counseling, career services and consultation in the school to facilitate and advance student learning.
- 17.8 other: N/A

18. Rationale for revision of course: The name change more accurately reflects what is currently being taught in the course as well as using language that is current in the school counseling field.

19. Term of implementation: Fall 2017

20. Dates of committee approvals:

Department	October 19, 2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 112

1.2 Program title: Counselor Education, Specialist in Education (112)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: replace one course with another

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>Program Admission</p> <p>An applicant desiring to pursue this program must first meet the admission requirements of the Graduate School, and then must also be admitted to the department. The Ed.S. (Counselor Education Major) requires a 3.5 GPA in the master's program or a 1350 GRE score (if test was taken on or before October 1, 2002) or 850 GRE score and a 4.0 Analytical Writing score (if taken after October 1, 2002). A departmental application, personal statement, and references are required along with a personal interview. A departmental admission committee will review the information and make final recommendations regarding the applicant's eligibility.</p> <p>Before pursuing a specialist degree, the student must have earned a master's degree in counseling or a related subject area. Eighteen hours of prerequisite courses (or equivalents) must be included in previous graduate course work. If the course work was not a part of the student's master's degree, the following 18 hours must be completed before a student begins the specialist program. It should also be noted that these courses cannot be used toward the specialist program.</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Admission</p> <p>An applicant desiring to pursue this program must first meet the admission requirements of the Graduate School, and then must also be admitted to the department. The Ed.S. (Counselor Education Major) requires a 3.5 GPA in the master's program or a 1350 GRE score (if test was taken on or before October 1, 2002) or 850 GRE score and a 4.0 Analytical Writing score (if taken after October 1, 2002). A departmental application, personal statement, and references are required along with a personal interview. A departmental admission committee will review the information and make final recommendations regarding the applicant's eligibility.</p> <p>Before pursuing a specialist degree, the student must have earned a master's degree in counseling or a related subject area. Eighteen hours of prerequisite courses (or equivalents) must be included in previous graduate course work. If the course work was not a part of the student's master's degree, the following 18 hours must be completed before a student begins the specialist program. It should also be noted that these courses cannot be used toward the specialist program.</p>

Prerequisite Courses	
EDFN 500 Research Methods 3	
CNS 550 Introduction to Counseling 3	
CNS 552 Testing and Assessment in Counseling 3	
CNS 554 Group Counseling 3	
CNS 558 Theories of Counseling 3	
CNS 590 Practicum ¹ 3	
¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.	
Please refer to the admission section of this catalog for Graduate School admission requirements.	
Program Requirements (30 hours)	
The student's committee directs the selection of course work, the required specialist project, and a final oral examination.	
	Course List
Research Requirement	
EDFN 501 Educational Statistics	3
or PSYS 512 Analysis of Variance	
Major Emphasis	
Select a minimum of 21 hours counseling courses approved by the student's committee	21
Specialist Project Research and Writing	

Prerequisite Courses	
EDFN 500 Research Methods 3	
CNS 598 Research and Program Evaluation in Counseling 3	
CNS 550 Introduction to Counseling 3	
CNS 552 Testing and Assessment in Counseling 3	
CNS 554 Group Counseling 3	
CNS 558 Theories of Counseling 3	
CNS 560 Professional Studies in Clinical, Family and School Counseling 3	
CNS 590 Practicum ¹ 3	
¹To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.	
Please refer to the admission section of this catalog for Graduate School admission requirements.	
Program Requirements (30 hours beyond the master's degree)	
The student's committee directs the selection of course work, the required specialist project, and a final oral examination.	
	Course List
Research Requirement	
EDFN 501 Educational Statistics	3
or PSYS 512 Analysis of Variance	
EDLD/EDFN 722 Survey Methods for Educational Leaders	3
Major Emphasis	
Select a minimum of 21 hours counseling courses approved by the student's committee	21
Specialist Project Research and Writing	

CNS 699	Specialist Project	6	CNS 699	Specialist Project	6
Total Hours		30	Total Hours		30

4. **Rationale:** CNS 598 Research and Program Evaluation will be required in the proposed 36 hour School Counselling program. The current research course options in the Ed.S. would simply be a repetition of the content. The new proposed course, EDLD/EDFN 722 will provide content and learning objectives that build upon CNS 598; and the Department in which this course is held has approved our department's request to use this course in this proposal.
5. **Proposed term for implementation:** Fall 2017
6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 159

1.2 Program title: Extension from Elementary or Secondary Guidance to P-12, Certification-Only (159, KGCS)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program																														
(Insert existing program language)	(Identify deletions by strike-through and highlight additions.)																														
Program Requirements (6 hours)	Program Requirements (6 hours)																														
To extend the certification to P-12, students must complete:	To extend the certification to P-12, students must complete:																														
Course List	Course List																														
<table border="0"> <thead> <tr> <th align="left">Code</th> <th align="left">Title</th> <th align="right">Hours</th> </tr> </thead> <tbody> <tr> <td>CNS 568</td> <td>Counseling Children and Adolescents</td> <td align="right">3</td> </tr> <tr> <td>CNS 660</td> <td>Organization and Administration of Guidance Services</td> <td align="right">3</td> </tr> <tr> <td colspan="2">Total Hours</td> <td align="right">6</td> </tr> </tbody> </table>	Code	Title	Hours	CNS 568	Counseling Children and Adolescents	3	CNS 660	Organization and Administration of Guidance Services	3	Total Hours		6	<table border="0"> <thead> <tr> <th align="left">Code</th> <th align="left">Title</th> <th align="right">Hours</th> </tr> </thead> <tbody> <tr> <td>CNS 568</td> <td>Counseling Children and Adolescents</td> <td align="right">3</td> </tr> <tr> <td>CNS 660</td> <td>Organization and Administration of Guidance Services</td> <td align="right">3</td> </tr> <tr> <td></td> <td>CNS 557 Human and Family Development in Counseling</td> <td align="right">3</td> </tr> <tr> <td></td> <td>CNS 666 Ethics and Legal Issues in Counseling</td> <td align="right">3</td> </tr> <tr> <td colspan="2">Total Hours</td> <td align="right">6</td> </tr> </tbody> </table>	Code	Title	Hours	CNS 568	Counseling Children and Adolescents	3	CNS 660	Organization and Administration of Guidance Services	3		CNS 557 Human and Family Development in Counseling	3		CNS 666 Ethics and Legal Issues in Counseling	3	Total Hours		6
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4. **Rationale:** The 48 hour School Counseling program is being revised to a 36 hour program. Due to changes within the School Counseling MAE curriculum, changes in this certificate program must follow suit as noted above.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

Lacretia Dye, Ph.D. Lacretia.dye@wku.edu

1. Identification of program:

1.1 Reference number: 046

1.2 Program title: School Counseling n Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: decrease from 48 hours to 36 hours

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
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interview with faculty and current students in an individual or group setting.

After 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 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.

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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. 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

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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 for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating 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.

The specific requirements for the MAE program in School Counseling are as follows:

- CNS 550 Introduction to Counseling 3
- CNS 551 Classroom Guidance 3
- CNS 598 Research and Program Evaluation in Counseling 3
- CNS 552 Testing and Assessment in Counseling 3
- CNS 554 Group Counseling 3
- CNS 555 Social and Cultural Diversity in Counseling 3
- CNS 556 Developmental Career Counseling 3
- CNS 557 Human and Family Development in Counseling 3
- CNS 558 Theories of Counseling 3
- CNS 559 Techniques of Counseling 3

- CNS 660 Organization and Administration of Guidance Services 3
- CNS 568 Counseling Children and Adolescents 3
or CNS 569 Play Therapy
- CNS 658 Seminar in Guidance and Counseling 3
- CNS 590 Practicum 1 3
- CNS 595 Testing Internship 2 6
- Total Hours 48

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- ~~CNS 557 Human and Family Development in Counseling 3~~
- CNS 558 Theories of Counseling 3
- CNS 559 Techniques of Counseling 3
- CNS 560 Professional Studies in Clinical, Family and School Counseling 3

- CNS 568 Counseling Children and Adolescents 3
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- CNS 590 Practicum ¹ 3
- ~~CNS 595 Testing Internship ² 6~~
- CNS 598 Research and Program Evaluation in Counseling 3
- ~~CNS 658 Seminar in Guidance and Counseling~~ School Counseling Leadership and Consultation 3
- ~~CNS 660 Organization and Administration of Guidance Services~~ Principles and Practice of School Counseling 3
- Total Hours 48 36

<p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p> <p>² Internship must be taken over a period of two semesters.</p> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.</p>	<p>To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p> <p>² Internship must be taken over a period of two semesters.</p> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.wku.edu/cebs/programs/graduate/comp_exams/index.php.</p>

4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

When the School Counseling program moved from 36 hours to 48 hours a few years ago in order to meet the Council for Accreditation of Counseling & Related Educational Programs (CACREP) standards, its enrollment dramatically decreased. In 2011, when the program was still at 36 hours, 67 students were enrolled. With the increase of credit hours, program enrollment decreased to 37 in 2012, 20 in 2014 and currently stands at 13 students enrolled. The new CACREP standards require all counseling programs to be 60 hours. This could lead to an even further decrease in enrollment. Given that state credentialing does not require School Counselors to graduate from a CACREP-accredited program and in order to maintain the viability of the program as it once had been, this School Counseling program will return to a 36 hour requirement.

5. **Proposed term for implementation:** Fall 2017

6. Dates of committee approvals:

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016 (revised 10.26.2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 048

1.2 Program title: Standard Guidance, Non-Degree Rank I

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>Program Requirements (60 hours)</p> <p>Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant’s school counseling master’s degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master’s degree.</p> <p>Rank I and Standard Guidance Certification Requirements for Individuals Who Possess Current School Counseling Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level</p> <p>State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Requirements (60 hours)</p> <p>Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant’s school counseling master’s degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master’s degree.</p> <p>Rank I and Standard Guidance Certification Requirements for Individuals Who Possess Current School Counseling Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level</p> <p>State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:</p>

Course List		
Code	Title	Hours
CNS 568	Counseling Children and Adolescents	3
CNS 660	Organization and Administration of Guidance Services	3
Total Hours		6

Standard Guidance Program Requirements For Individuals Holding the P-12 School Counseling Certificate and Who Have Completed a 30 or 36-Hour Program in School Counseling

The following courses (6 hours) are required to achieve Standard Guidance Certification:

Course List		
Code	Title	Hours
CNS 556	Developmental Career Counseling	3
CNS 666	Legal and Ethical Issues in Counseling	3
Total Hours		6

Standard Guidance Program Requirements For Individuals Holding the P-12 School Counseling Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

Course List		
Code	Title	Hours
CNS 666	Legal and Ethical Issues in Counseling	3
Select one of the following:		3
CNS 592	Crisis Counseling	
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
Total Hours		6

Course List		
Code	Title	Hours
CNS 568	Counseling Children and Adolescents	3
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Total Hours		6

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The following courses (6 hours) are required to achieve Standard Guidance Certification:

Course List		
Code	Title	Hours
CNS 556	Developmental Career Counseling	3
CNS 557	Human and Family Development in Counseling	3
CNS 666	Legal and Ethical Issues in Counseling	3
Total Hours		6

Standard Guidance Program Requirements For Individuals Holding the P-12 School Counseling Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

Course List		
Code	Title	Hours
CNS 666	Legal and Ethical Issues in Counseling	3
One course approved by the advisor		3
Select one of the following:		3
CNS 592	Crisis Counseling	
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
Total Hours		6

Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a 30 or 36-Hour Program in School Counseling

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's master's degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

All individuals must take:

Course List

CNS 658	Seminar in Guidance and Counseling	3
Select five of the following courses not previously completed:		15
CNS 592	Crisis Counseling	
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	
CNS 584	Counseling Violent and Dysfunctional Families	
CNS 586	Parenting Issues	
CNS 562	Counseling Adolescents	
CNS 653	Brief Counseling	
CNS 580	Family Life Studies	
One CNS Elective selected with prior approval of advisor.		
Total Hours		18

Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a 48-Hour Program in School Counseling Consistent With CACREP School Counseling Standards

Two of the following courses (6 hours) are required to qualify for Rank I Status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's 48 hour master's degree program and to hours completed for

Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a ~~30 or~~ 36-Hour Program in School Counseling

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's master's degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

Courses must be approved by the advisor.

All individuals must take:

Course List

CNS 658	Seminar in Guidance and Counseling	3
Select five of the following courses not previously completed:		15
CNS 592	Crisis Counseling	
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Rank I Program Requirements For Individuals With Standard Guidance Certification Who Have Completed a 48-Hour Program in School Counseling Consistent With CACREP School Counseling Standards

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<p>Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.</p> <p style="text-align: center;">Course List</p> <p>Select two of the following: 6</p> <p>CNS 592 Crisis Counseling</p> <p>CNS 637 Theories of Addictions</p> <p>CNS 569 Play Therapy</p> <p>CNS 584 Counseling Violent and Dysfunctional Families</p> <p>CNS 586 Parenting Issues</p> <p>CNS 562 Counseling Adolescents</p> <p>CNS 653 Brief Counseling</p> <p>CNS 580 Family Life Studies</p> <p>Select one CNS Elective selected with prior approval of advisor.</p> <p>Total Hours 6</p> <p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>	<p>degree program and to hours completed for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.</p> <p style="text-align: center;">Course List</p> <p>Select two of the following: 6</p> <p>CNS 592 Crisis Counseling</p> <p>CNS 637 Theories of Addictions</p> <p>CNS 569 Play Therapy</p> <p>CNS 584 Counseling Violent and Dysfunctional Families</p> <p>CNS 586 Parenting Issues</p> <p>CNS 562 Counseling Adolescents</p> <p>CNS 653 Brief Counseling</p> <p>CNS 580 Family Life Studies</p> <p>Select one CNS Elective selected with prior approval of advisor.</p> <p>Total Hours 6</p> <p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>

4. **Rationale:** The 48 hour School Counseling program is being revised to a 36 hour program. Due to changes within the School Counseling MAE curriculum, changes in this certificate program must follow suit as noted above.
5. **Proposed term for implementation:** Fall 2017
6. **Dates of committee approvals:**

Department

October 19, 2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Revise a Program
(Action)**

Date: October 19, 2016 (revised 10/26/2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 159

1.2 Program title: Standard Guidance, Provisional to P-12, Certification-Only (159, KGCP)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program																		
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Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
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**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

Andrea Jenkins, Ph.D., andrea.jenkins@wku.edu

1. Identification of program:

1.1 Reference number: 043

1.2 Program title: Clinical Mental Health Counseling

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

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Please refer to the admission section of this catalog for Graduate School admission requirements.

Program Requirements (60 hours)

Counseling Core Requirements	
CNS 552 Testing and Assessment in Counseling	3
CNS 554 Group Counseling	3
CNS 555 Social and Cultural Diversity in Counseling	3
CNS 556 Developmental Career Counseling	3
CNS 557 Human and Family Development in Counseling	3
CNS 558 Theories of Counseling	3
CNS 559 Techniques of Counseling	3

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CNS 559 Techniques of Counseling	3

CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling	3	CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple and Family Counseling Clinical, Family and School Counseling	3
CNS 567 Mental Health Diagnosis and Treatment in Counseling	3	CNS 567 Mental Health Diagnosis and Treatment in Counseling	3
CNS 583 Couples Counseling	3	CNS 583 Couples Counseling	3
CNS 588 Family Systems Counseling	3	CNS 588 Family Systems Counseling	3
CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum ¹	3	CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum ¹	3
		CNS 592 Crisis, Trauma and Violence Counseling	3
			6
CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship ^{1,2}	6	CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship ^{1,2}	
CNS 598 Research and Program Evaluation in Counseling	3	CNS 598 Research and Program Evaluation in Counseling	3
CNS 637 Theories of Addictions	3	CNS 637 Theories of Addictions	3
Concentration		Concentration	
Select a Concentration	12	Select a Concentration	12
Total Hours	60	Total Hours	60
¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.		¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.	
² Internship must be taken over a period of two semesters.		² Internship must be taken over a period of two semesters.	
Clinical Mental Health Counseling Concentration (CMHC)		Clinical Mental Health Counseling (CMHC) Concentration (CMHC)	
CNS 568 Counseling Children and Adolescents	3	CNS 568 Counseling Children and Adolescents or CNS 569 Play Therapy	3

<p>or CNS 569 Play Therapy</p> <p>CNS 587 Professional Mental Health Counseling Practice 3</p> <p>CNS 592 Crisis Counseling 3</p> <p>Clinical Mental Health Counseling elective selected in a consultation with an advisor 3 Total Hours 12</p> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.</p>	<p>CNS 587 Professional Mental Health Counseling Practice 3</p> <p>CNS 592 Crisis Counseling 3</p> <p>Clinical Mental Health Counseling electives selected in a consultation with an advisor 3 12 Total Hours 12</p> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.</p>
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- 4. Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

The core requirements of all counseling programs are being revised to meet both the latest 2016 CACREP-accreditation standards. In addition, the previous curriculum of the Clinical Mental Health Counseling program offered only 1 elective. The proposed curriculum will offer 4 electives. This will allow students to specialize by choosing Electives that suit their professional interests; and engage in certificate programs. Further, graduates will have developed a more

focused knowledge and skill base than what the current curriculum offers. This could possibly help with increased employment opportunities and may have a wider appeal to increase enrollments in this program. CNS 583 Couples Counseling was dropped from CORE as it was not a requirement for accreditation in the CMHC program. However, it will still be offered in the Marriage, Couple and Family Counseling Program and can be taken as an elective.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 043

1.2 Program title: Marriage, Couple and Family Counseling

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
(Insert existing program language)	(Identify deletions by strike-through and highlight additions.)
Program Admission	Program Admission
Application Deadline is October 15 for spring admission; and March 15 for fall admission.	Application Deadline is October 15 for spring admission; and March 15 for fall admission.
Overview of the Application Process for Master's Degree Programs	Overview of the Application Process for Master's Degree Programs
Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' 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	Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' 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

<p>differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' 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> <p>After 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.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include 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.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> 1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts 2. Statement of Interest 3. KSP background check and signed statement 4. Resume <p>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.</p>	<p>differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' 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> <p>After 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.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include 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.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> 1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts 2. Statement of Interest 3. KSP background check and signed statement A background check 4. Resume <p>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.</p>
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CNS 552	Testing and Assessment in Counseling	3
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CNS 555	Social and Cultural Diversity in Counseling	3

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CNS 556 Developmental Career Counseling	3	CNS 556 Developmental Career Counseling	3
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CNS 558 Theories of Counseling	3	CNS 558 Theories of Counseling	3
CNS 559 Techniques of Counseling	3	CNS 559 Techniques of Counseling	3
CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling	3	CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple and Family Counseling	3
CNS 567 Mental Health Diagnosis and Treatment in Counseling	3	CNS 567 Mental Health Diagnosis and Treatment in Counseling	3
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CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship ^{1,2}	6	CNS 596 Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship ^{1,2}	6
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CNS 637 Theories of Addictions	3	CNS 637 Theories of Addictions	3
Concentration		Concentration	
Select a Concentration	12	Select a Concentration	12

<p>Total Hours 60</p> <p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.</p> <p>² Internship must be taken over a period of two semesters.</p> <p>Marriage, Couple, and Family Counseling Concentration (CMCF)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">CNS 582</td> <td style="width: 60%;">Sex Therapy Techniques in Counseling</td> <td style="width: 25%; text-align: right;">3</td> </tr> <tr> <td>CNS 586</td> <td>Parenting Issues</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CNS 592</td> <td>Crisis Counseling</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CNS 606</td> <td>Family Counseling Techniques</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Total Hours 12</td> <td></td> </tr> </table> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.</p>	CNS 582	Sex Therapy Techniques in Counseling	3	CNS 586	Parenting Issues	3	CNS 592	Crisis Counseling	3	CNS 606	Family Counseling Techniques	3	Total Hours 12			<p>Total Hours 60</p> <p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.</p> <p>² Internship must be taken over a period of two semesters.</p> <p>Marriage, Couple, and Family Counseling Concentration (CMCF) (MCFC)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">CNS 582</td> <td style="width: 60%;">Sex Therapy Techniques in Counseling</td> <td style="width: 25%; text-align: right;">3</td> </tr> <tr> <td>CNS 586</td> <td>Parenting Issues</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CNS 592</td> <td>Crisis Counseling</td> <td style="text-align: right;">3</td> </tr> <tr> <td>CNS 606</td> <td>Family Counseling Techniques</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="2">Total Hours 12</td> <td></td> </tr> </table> <p>All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.</p>	CNS 582	Sex Therapy Techniques in Counseling	3	CNS 586	Parenting Issues	3	CNS 592	Crisis Counseling	3	CNS 606	Family Counseling Techniques	3	Total Hours 12		
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4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

The core requirements of all counseling programs are being revised to meet both the latest 2016 CACREP-accreditation standards. No courses have been added or deleted from the original MCFC program except for the deletion of CNS 606 Family Counseling Techniques. The addition of CNS 606 to the MCFC curriculum was a recent one, spearheaded by the previous Department Chair. Removing the course will have no impact on LPCA or MFTA credentialing. The benefit of dropping it is that it will open the curriculum up for an elective (which it does not currently have). Additionally, given limited faculty resources, maintaining a required course that is not required for licensure or accreditation places unnecessary load on the department.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 145

1.2 Program title: Student Affairs in Higher Education, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>Program Admission</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 applicants' 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 applicants' 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>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Admission</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 applicants' 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 applicants' 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>

After 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.

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4. Resume

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4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.
5. **Proposed term for implementation:** Fall 2017
6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: October 14, 2016

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

Contact Person: Gail Kirby, gail.kirby@wku.edu, 270-745-3746

1. Identification of course:

- 1.3 Course prefix (subject area) and number: SPED 331
- 1.4 Course title: Early Childhood Education for Children with Disabilities

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 330, LTCY 320 Foundations of Teaching Literacy in The Elementary Grades
- *Co-requisites:* SPED 333 Transition: School to Adult Life, SPED 432 Applied Behavior Analysis

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* FACS 191 Child Development, FACS 192 Working with Young Children and Families, or instructor permission
- *Corequisites:* SPED 330, or instructor permission

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

To accommodate the proposed program revisions and adjustment in course sequence, a change in both prerequisites and corequisites is requested.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit Special Education

College Curriculum Committee

Professional Education Council (if applicable)

General Education Committee (if applicable)

Undergraduate Curriculum Committee

University Senate

October 14, 2016

Proposal Date: October 14, 2016

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

Contact Person: Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: LTCY 310
 - 1.2 Course title: Early Reading, Language, and Literacy

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

Prerequisites: IECE 321, IECE 322, IECE 323; or instructor permission
Corequisites: SPED 422, IECE 325, IECE 326, IECE 493; or instructor permission

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

Prerequisites: SPED 331 or instructor permission
Corequisites: none

- 4. Rationale for the revision of prerequisites/corequisites/special requirements:** Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

- 5. Effect on completion of major/minor sequence:** not applicable

- 6. Proposed term for implementation:** Fall 2017

- 7. Dates of prior committee approvals:**

Department/ Unit _____	10/14/2016
College Curriculum Committee	_____
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

1.5 Course prefix (subject area) and number: IECE 321

1.6 Course title: Family Supports and Services

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 330 Introduction to Exceptional Education: Diversity in Learning and FACS 192 Working with Young Children and Families
- *Corequisites:* CD Speech and Language Development, IECE 322 Planning Curriculum and Instruction for Diverse Learners, and IECE 323 Positive Behavior Supports with Young Children; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.7 Course prefix (subject area) and number: IECE 322
- 1.8 Course title: Planning Curriculum and Instruction for Diverse Learners

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* FACS 295 Curriculum Development for Infants and Toddlers and FACS 296 Curriculum Development for Preschoolers and Kindergarten Children
- *Corequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, and IECE 323 Positive Behavior Supports with Young Children; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.9 Course prefix (subject area) and number: IECE 323
- 1.10 Course title: Positive Behavioral Supports with Young Children

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* FACS 295 Curriculum Development for Infants and Toddlers and FACS 296 Curriculum Development for Preschoolers and Kindergarten Children
- *Corequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 321 Family Supports and Services; or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding IECE 321 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

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Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

1.11 Course prefix (subject area) and number: IECE 325

1.12 Course title: Partnerships with Families

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
- *Corequisites:* IECE 324 Advanced Assessment of Young Children; IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum; SPED 422 Collaboration and Inclusion in School and Community Settings; and LTCY 310 Early Reading, Language; and Literacy; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

Prerequisites: SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission

Corequisites: none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

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University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.13 Course prefix (subject area) and number: IECE 326
- 1.14 Course title: Integrating Mathematics and Science Across the Early Childhood Curriculum

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* CD 481 Speech and Language Development, IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
- *Corequisites:* IECE 324 Advanced Assessment of Young Children; IECE 325 Partnerships with Families; SPED 422 Collaboration and Inclusion in School and Community Settings; and LTCY 310 Early Reading, Language, and Literacy; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

College Curriculum Committee

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Undergraduate Curriculum Committee

University Senate

October 14, 2016

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.15 Course prefix (subject area) and number: IECE 421
- 1.16 Course title: Advanced Curriculum and Instruction for Infants and Toddlers

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 324 Advanced Assessment of Young Children, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, SPED 422 Collaboration and Inclusion in School and Community Settings; or instructor permission
- *Corequisites:* IECE 422 Advanced Curriculum and Instruction for Young Children, SPED 422 Collaboration and Inclusion in School and Community Settings, SPED 419 Assistive Technology, SPED 432 Applied Behavior Analysis; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* FACS 295 Curriculum Development for Infants and Toddlers; or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just FACS 295 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit School of Teacher Education
College Curriculum Committee
Professional Education Council
Undergraduate Curriculum Committee
University Senate

October 14, 2016

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.17 Course prefix (subject area) and number: IECE 422
- 1.18 Course title: Advanced Curriculum and Instruction for Young Children

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 324 Advanced Assessment of Young Children, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, SPED 422 Collaboration and Inclusion in School and Community Settings; or instructor permission; or instructor permission
- *Corequisites:* IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, SPED 419 Assistive Technology, SPED 432 Applied Behavior Analysis; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* FACS 296 Curriculum Development for Preschoolers and Kindergarten Children; or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just FACS 296 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.19 Course prefix (subject area) and number: IECE 423
- 1.20 Course title: Interdisciplinary Services for Young Children with Low Incidence Disabilities

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, and IECE 323 Positive Behaviors Supports with Young Children; or instructor permission
- *Corequisites:* None

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* SPED 331 Early Childhood Education for Children with Disabilities; or instructor permission
- *Corequisites:* none

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.21 Course prefix (subject area) and number: IECE 489
- 1.22 Course title: Practicum Seminar in Interdisciplinary Early Childhood Education

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers and IECE 422 Advanced Curriculum and Instruction with Young Children with grades of “C” or higher
- *Corequisites:* IECE 491 Practicum in Interdisciplinary Early Childhood Education

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* Completion of all coursework within the IECE major or instructor approval
- *Corequisites:* IECE 491 Practicum in Interdisciplinary Early Childhood Education

4. Rationale for the revision of prerequisites/corequisites/special requirements: This course is taken in the last semester of senior year where students conduct student teaching in non-certified placements. It is required that all coursework within in IECE be completed.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.23 Course prefix (subject area) and number: IECE 490
- 1.24 Course title: Student Teaching Practicum (Infant and Toddler or Kindergarten), Student Teaching Practicum (Preschool)

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, IECE 422 Advanced Curriculum and Instruction for Young Children with grades of “C” or higher
- *Corequisites:* EDU 489 Practicum Seminar in Interdisciplinary Early Childhood Education

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* Admission to student teaching
- *Corequisites:* EDU 489

4. Rationale for the revision of prerequisites/corequisites/special requirements: IECE 490 is the student teaching experience for IECE majors who are seeking teacher certification. Admission to student teaching is required.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education
College Curriculum Committee
Professional Education Council
Undergraduate Curriculum Committee
University Senate

October 14, 2016

Proposal Date: October 14, 2016

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

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of course:

- 1.1 Course prefix (subject area) and number: IECE 491
- 1.2 Course title: Practicum in Interdisciplinary Early Childhood Education

2. Current prerequisites/corequisites/special requirements:

- *Prerequisites:* IECE 421 Advanced Curriculum and Instruction for Infants and Toddlers, IECE 422 Advanced Curriculum and Instruction for Young Children with grades of “C” or higher.
- *Corequisites:* IECE 489 Practicum Seminar in Interdisciplinary Early Childhood Education

3. Proposed prerequisites/corequisites/special requirements:

- *Prerequisites:* Completion of all coursework within the IECE major or instructor approval
- *Corequisites:* IECE 489

4. Rationale for the revision of prerequisites/corequisites/special requirements: It is required that students have completed all required coursework within the IECE major before taking this course. Students will complete an 8-week practicum experience that requires 150 clock hours.

5. Effect on completion of major/minor sequence: not applicable

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Course
(Action Item)

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of proposed course:

- 1.1 Course prefix and number: IECE 320
- 1.2 Course title: Introduction to Early Childhood Assessment
- 1.3 Abbreviated course title: Introd to Early Chd Ass.
- 1.4 Credit hours: 3 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisite: SPED 331
- 1.7 Course catalog listing: Develop knowledge and skills of assessment with young children with and without disabilities and their families. Minimum of 30 hours of field experience required.

2. Rationale:

- 3.1 Reason for developing the proposed course: The Interdisciplinary Early Childhood Education (IECE) program is based on personnel preparation standards of the Council for Exceptional Children (CEC), Division of Early Childhood (DEC), National Association for the Education of Young Children (NAEYC) and the Kentucky IECE Teacher Standards in order to meet accreditation requirements. The CEC, NAEYC, and DEC standards have been revised since the previous IECE program revisions and have since included greater emphasis on assessment of young children and the role of families in assessment. In addition, the 2014 version of the *DEC Recommended Practices* provide guidance regarding evidence based practices in assessment. Additionally, the IECE program is required to address Kentucky certification requirements and regulations in emphasizing the role of assessment with regard to research and practice.

Currently, the FACS 294 course, Assessment for Young Children, is the required introductory assessment course for IECE majors, however, based on updates in standards, recommended practices, and state and national legislative mandates, the course content and 12 hours of unsupervised field experience no longer meets the needs of the IECE students. The IECE program prepares students to understand and administer screening assessment, use assessment results for further evaluation, and involve families in the assessment process. The proposed new course, IECE 320, will address new updates and requirements at both the state and national level. For example, the current state policy requires that children from birth to kindergarten (B-K) in Kentucky be screened for the purpose of identifying children at risk of developmental delays, which may lead to further assessment or early intervention under the Kentucky System of Intervention – Response to Intervention (KSI-RTI); an additional area discussed in the new course.

- 3.2 **Projected enrollment in the proposed course:** Based on current enrollment, a total of 15 students per academic year is projected.
- 3.3 **Relationship of the proposed course to courses now offered by the department:** The School of Teacher Education (STE) offers several teacher education courses that address assessment for students from kindergarten through twelfth grade. The Special Education Program offers at least three courses for their majors (e.g., SPED 350 – Assessment in Special Education, SPED 318 - Assessment of Curriculum for Students with Moderate/Severe Disabilities, & SPED 430 - Diagnosis for Instructional Planning: Students with Mild Disabilities) all of which focus on assessment of students with disabilities from kindergarten to twelfth grade. Further, the IECE program offers IECE 324 - Advanced Assessment of Young Children for IECE majors who have completed an introductory course on assessment. The proposed IECE 320 course will address children B-K and will emphasis both typical and atypical development and the role of families while building on foundational content with diagnostic assessment, curriculum-based assessment, performance monitoring, and program evaluation. course addresses curriculum and assessment models. The proposed new course will serve as a building block for the current IECE 324 course.
- 3.4 **Relationship of the proposed course to courses offered in other departments:** The Communication Disorders program offers two courses for their major (e.g., CD 433 - Communication Evaluation in Autism Spectrum Disorders, CD 485 - Introduction to Assessment in Communication Disorders) focusing on language diagnostics and screenings. FACS 294 - Assessment for Young Children, currently taken by IECE undergraduate students, is an introductory assessment course covering children birth through five years of age; however, this course does not place emphasis on the legislative requirements for assessment in First Steps, public school preschool and kindergarten programs (essentially, Part B and Part C under Individuals with Disabilities Education Act). The proposed new course will address components that apply to the most recent state (e.g., KAR 3:410) and national legislation mandates (e.g., Part B & Part C), and policies (e.g., DEC & NAEYC) required in preparation for the IECE students. Lastly, students are required to have 200 field hours and students taking the new course will be expected to have 30 supervised field hours instead of the 12 unsupervised field hours required in the FACS 294 course.
- 3.5 **Relationship of the proposed course to courses offered in other institutions:** Kentucky universities which have an accredited IECE undergraduate degree program are identified in the chart below. Similar to WKU's program, IECE

students are regularly evaluated on their teaching performance using a performance rubric aligned with the KY IECE Teacher Standards, CEC Initial Level Special Educator Preparation Standards, DEC Initial Special Education Early Childhood Specialty Set, and NAEYC Initial Standards for Early Childhood Professional Preparation Standards as pertains to assessment.

Courses	Bench mark Schools
EDU 308 - Infant/Toddler/Preschool Assessment	Brescia University
ELE 439 - Early Childhood Assessment and Program Development	Murray State University
IEC 507 - Assessment of Young Children	University of Kentucky
EDEC 255 - Assessment of Young Children	Morehead University
CDF 346 - Assessment, Creative Materials and Concept Development	Eastern Kentucky University
SED 352 - Special Education Early Childhood Assessment	Eastern Kentucky University
Note: IEC 507 and EDU 565 courses are taken by undergraduate and graduate students in the respective benchmark schools	

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completion of this course, students will...

- Examine the federal and state regulations related to eligibility, Child Find, and screening for children, birth through kindergarten, with developmental delays, disabilities, and who are at-risk for delays.
 - a. KY IECE Teacher Standards - 4b
 - b. DEC/CEC Initial Preparation standards - 4.3
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3a
 - d. InTASC - 6
- Demonstrate knowledge of state initiatives related to Child Find and screening (e.g., First Steps, Kentucky System of Intervention, school readiness).
 - a. KY IECE Teacher Standards - 4b
 - b. DEC/CEC Initial Preparation standards - 4.3
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - d. InTASC - 6

- Support self-sufficiency of families in assessment by being culturally sensitive and family-centered.
 - a. KY IECE Teacher Standards - 4c
 - b. DEC/CEC Initial Preparation standards - 4.3
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - d. InTASC - 6
- Demonstrate knowledge of team roles and models of professionals, paraprofessionals, and family members in planning and conducting child find and screening.
 - a. KY IECE Teacher Standards – 4c, 4d
 - b. DEC/CEC Initial Preparation standards – 4.3
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - d. InTASC - 6
- Demonstrate an understanding of psychometric properties of norm-referenced screening instruments for young children.
 - a. KY IECE Teacher Standards - 4a, 4e
 - b. DEC/CEC Initial Preparation standards - 4.2
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3c
 - d. InTASC - 6
- Develop observation techniques for assessing children B-K.
 - a. KY IECE Teacher Standards - 1c, 4b, 4c
 - b. DEC/CEC Initial Preparation standards - 4.1
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3b, 3c
 - d. InTASC - 6
- Select, administer, score and interpret screening measures including the use of computer scoring for initial assessment.
 - a. KY IECE Teacher Standards - 4c, 4f
 - b. DEC/CEC Initial Preparation standards - 4.2
 - c. NAEYC Standards for Initial Early Childhood Professional Preparation - 3b
 - d. InTASC - 6

3.3 **Content outline:**

- Assessment process and evidence-based practices for early childhood assessment

- Purpose of screening and Kentucky System of Intervention – Response to intervention (KSI-RTI), First Steps (e.g., early intervention)
- State and national legislation, regulations, and assessment initiatives
- Involvement of family members and caregivers including those from culturally and linguistically diverse backgrounds in Child Find and screening processes (IDEA 2004, Part B & C)
- Team roles and collaboration in early childhood assessment
- Psychometric properties of norm-reference assessment instruments (i.e. reliability, validity, standard scores)
- Administration and interpretation of screening measures
- Interpretation of screening results and written report using case study
- Communication by presentation to peers of screening results

3.4 **Student expectations and requirements:** Student learning will be evaluated through exams or quizzes; course readings; field experience; observation, administration, and scoring of screening instruments using protocol; presentations; and video recordings.

3.5 **Tentative texts and course materials:**

- Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-sped/recommendedpractices>
- Mindes, G & and Yung, L.E. (2014). *Assessing young children* (5th ed.). Boston: Pearson/Allyn & Bacon.

4. **Resources:**

- 4.1 Library resources: Library resources are adequate for the needs of this course.
- 4.2 Computer resources: Computer resources are adequate for the needs of this course.

5. **Budget implications:**

- 5.1 Proposed method of staffing: Current IECE faculty
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. **Proposed term for implementation:**

Fall 2017

7. Dates of prior committee approvals:

School of Teacher Education

October 14, 2016

College of Education Curriculum Committee

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**College of Education and Behavioral Sciences
 School of Teacher Education
 Proposal to Revise Interdisciplinary Early Childhood Education (IECE)
 (Action Item)**

Contact Person: Kristi Godfrey-Hurrell, kristi.godfrey-hurrell@wku.edu, 270-745-4924

1. Identification of program:

- 1.1 Current program reference number: 526
- 1.2 Current program title: Major in Interdisciplinary Early Childhood Education
- 1.3 Credit hours: 120

2 Identification of the proposed program changes:

- Change program sequence to offer students IECE major courses earlier
- Add new course IECE 320 Introduction to Assessment
- Add an existing course SPED 331 Early Childhood Education for Children with Disabilities
- Add an existing course IECE 423 Low Incidence Disabilities
- Remove FACS 294 Assessment of Young Children
- Remove LME 318 Children’s Literature
- Remove PE 313 Motor Development

3. Detailed program description:

Current Program	Proposed Program
<p><i>Bachelor of Science Interdisciplinary Early Childhood Education</i></p> <ul style="list-style-type: none"> • <i>Certification Concentration</i> • <i>Non-Certification Concentration</i> 	<p><i>Bachelor of Science Interdisciplinary Early Childhood Education</i></p> <ul style="list-style-type: none"> • <i>Certification Concentration</i> • <i>Non-Certification Concentration</i>
<p>The major in Interdisciplinary Early Childhood Education (IECE) requires 68-75 hours and leads to a Bachelor of Science degree. The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. A grade of “C” or higher must be earned for all courses required for this major. No minor or second major is required. Students select either the teacher certification concentration (75 hours, which leads to initial certification for Birth-5 years) or the non-certification concentration (68 hours). Graduates of the certification concentration are eligible to apply for certification in IECE, Birth to Primary. Graduates of this concentration are prepared for preschool and kindergarten positions in public schools, First Steps, Head Start, and other public and private agencies serving young children and families. Graduates of the non-certification concentration are prepared for preschool and</p>	<p>The major in Interdisciplinary Early Childhood Education (IECE) requires 68-75 hours and leads to a Bachelor of Science degree. The major is designed to prepare early childhood educators to work with children, both with and without disabilities, ages birth through kindergarten, and their families. A grade of “C” or higher must be earned for all courses required for this major. No minor or second major is required. Students select either the teacher certification concentration (75 hours, which leads to initial certification for Birth-5 years) or the non-certification concentration (68 hours). Graduates of the certification concentration are eligible to apply for certification in IECE, Birth to Primary. Graduates of this concentration are prepared for preschool and kindergarten positions in public schools, early intervention programs (i.e., First Steps), Head Start programs, and other public and private agencies serving young children</p>

<p>kindergarten positions in private schools, Head Start, and other public and private agencies serving young children and families; or as a First Steps Service Coordinator.</p>	<p>and families. Graduates of the non-certification concentration are prepared for preschool and kindergarten positions in private schools, Head Start programs, and other public and private agencies serving young children and families; or as a First Steps Service Coordinator.</p> <p>The IECE program will prepare and engage learners:</p> <ul style="list-style-type: none"> ● in current research and recommended practices in early childhood/early childhood special education (Early Childhood/Early Childhood Special Education) that emphasizes performance-based standards; ● as lifelong learners who actively engage in the learning process through coursework, field experiences, and research; ● to support and engage young children and families in a variety of settings through collaborative efforts with an array of professionals; ● with knowledge, skills, and dispositions in working with young children with and without disabilities, delays, or risks across all settings; ● to partner with families through family-centered approaches; ● in culturally and linguistically responsive practices that addresses the diverse needs of children and families through individual and community engagement; and ● in leadership opportunities and activities within the (Early Childhood/Early Childhood Special Education) field.
<p>Courses in the Major (68 – 75 hours) <i>The following courses are required for both Certification and Non-Certification Concentrations:</i></p> <p>FACS 191 Child Development (3)</p> <p>FACS 192 Working with Young Children and Families (3)</p> <p>FACS 295 Curriculum Development for Infants & Toddlers (3)</p> <p>FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)</p>	<p>Courses in the Major (68 - 75 hours) <i>The following courses are required for both Certification and Non-Certification Concentrations:</i></p> <p>FACS 191 Child Development (3)</p> <p>FACS 192 Working with Young Children and Families (3)</p> <p>FACS 295 Curriculum Development for Infants & Toddlers (3)</p> <p>FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)</p>

<p>FACS 294 Assessment of Young Children (3) CD 481 Speech and Language Development (3) PE 313 Motor Development (3) SPED 330 Introduction to Exceptional Child Education (3) SPED 419 Assistive Technology (3) SPED 422 Collaboration & Inclusion in School & Community Settings (3) SPED 432 Applied Behavior Analysis (3) LME 318 Children's Literature (3) IECE 321 Family Supports & Services (3) IECE 322 Planning Curriculum & Instruction for Diverse Learners (3) IECE 323 Positive Behavioral Supports with Young Children (3) IECE 324 Advanced Assessment of Young Children (3) IECE 325 Partnerships with Families (3) IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3) IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3) IECE 422 Advanced Curriculum Development for Young Children (3) LTCY 310 Early Reading, Language, and Literacy (3)</p> <p><i>Certification Concentration</i></p> <p>IECE 490 Student Teaching (Preschool) (5) IECE 490 Student Teaching (Infant/Toddler) (5) EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)</p> <p><i>Non-Certification Concentration</i></p>	<p>IECE 320 Introduction to Assessment of Young Children (3) CD 481 Speech and Language Development (3) IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities (3) SPED 330 Introduction to Exceptional Child Education (3) SPED 419 Assistive Technology (3) SPED 422 Collaboration & Inclusion in School & Community Settings (3) SPED 432 Applied Behavior Analysis (3) SPED 331 Early Childhood Education for Children with Disabilities (3) IECE 321 Family Supports & Services (3) IECE 322 Planning Curriculum & Instruction for Diverse Learners (3) IECE 323 Positive Behavioral Supports with Young Children (3) IECE 324 Advanced Assessment of Young Children (3) IECE 325 Partnerships with Families (3) IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3) IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3) IECE 422 Advanced Curriculum Development for Young Children (3) LTCY 310 Early Reading, Language, and Literacy (3)</p> <p><i>Certification Concentration</i></p> <p>IECE 490 Student Teaching (Preschool) (5) IECE 490 Student Teaching (Infant/Toddler) (5) EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)</p> <p><i>Non-Certification Concentration</i></p>
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IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)	IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)
IECE 489 Practicum in Interdisciplinary early Childhood Education (1)	IECE 489 Practicum in Interdisciplinary early Childhood Education (1)

4. Rationale for the proposed program change:

The proposed revisions to the IECE undergraduate degree reflect the most recent updates from recommended practices and guidelines required under IDEA (2004) legislation noted in the 2012 guidelines contained in the Division of Early Childhood (DEC), a subdivision of the Council for Exceptional Children (CEC), and the National Association for the Education of Young Children (NAEYC). Additionally, proposed revisions address and align with Kentucky’s IECE Teacher Standards, The InTASC Model of Core Teaching Standards (2013), community stakeholder needs, and recent graduate feedback.

- Change program sequence to allow exposure to IECE courses earlier than the junior year; this will allow for IECE faculty to work on retention with students and begin to prepare students for student teaching.
- Add new course IECE 320 Introduction to Assessment
 - This course specifically addresses correlated national and state standards and practices in assessment with young children birth to kindergarten with and without disabilities, delays, or risks. This is required preparation for students who will work in the field of early intervention and thus students are required to understand the assessment process beginning with Child Find and also address assessment legislation that relate to KY First Steps, preschool and the Individuals with Disabilities in Education Act (IDEA) Law.
- Add SPED 331 Early Childhood Education for Children with Disabilities
 - This course will complement the IECE program and build upon *FACS 192 - Working with Young Children and Families*. IECE faculty will use this course to emphasize atypical development and early intervention with students and create the foundation needed for future courses.
- Add IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities
 - This course is currently being offered as an elective for IECE students and we would like to require this course within the IECE degree path. Recent conversations with community stakeholders and graduates emphasized a gap in knowledge and skill of graduates when working with children who may have low incidence disability (e.g., autism spectrum disorder, orthopedic impairments) and their families. Additionally, per conversations and school/early intervention enrollment information, there has been an increase in children being referred for special education services in First Steps (e.g., early intervention) and preschool who may fit within this disability category within the area in which WKU serves.
- Remove FACS 294 Assessment of Young Children, LME 318 Children’s Literature, and PE 313 Motor Development. Removal of these courses allows the IECE program sequence to maintain the required 120 hours for degree completion. Content of these courses will be embedded within IECE coursework. Removal of these courses will not effect the requirements set forth by our standards.

5. Proposed term for implementation and special provisions (if applicable): Fall 2017

6. Dates of prior committee approvals:

Department/ Unit School of Teacher Education

October 14, 2016

College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

**Revise a Program
(Action)**

Date: October 1, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Nancy Hulan, nancy.hulan@wku.edu, 270-745-4324

1. Identification of program:

- 1.1 Reference number: 044
- 1.2 Program title: MAE Literacy Education

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria:
- 2.3 curriculum: Delete two courses (LTCY 518 and EDFN 500) from the program of study and add options to restricted electives list and specialization component
- 2.4 other:

3. Detailed program description:

Existing Program			Revised Program		
Code	Title	Hours	Code	Title	Hours
Required Professional Education Component (21 hours)			Required Professional Education Component (18 hours)		
LTCY 518	Literacy Learning and Technology	3	LTCY 518	Literacy Learning and Technology	3
LTCY 519	Foundations Reading Instruction	3	LTCY 519	Foundations Reading Instruction	3
LTCY 520	Clinical Diagnosis of Reading Variability	3	LTCY 520	Clinical Diagnosis of Reading Variability	3
LTCY 521	Reading Intervention	3	LTCY 521	Reading Intervention	3
LTCY 524	Content Area Literacy	3	LTCY 524	Content Area Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3	LTCY 527	Literacy Learning and Cultural Differences	3
LTCY 528	Literacy Research Methods and Evaluation	3	LTCY 528	Literacy Research Methods and Evaluation	3
Specialization Component (3 hours)			Specialization Component (3 hours)		
Select one of the following:					
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers				

	LME 527	Thematic Approach to Young Adult Literature	
	SPED 523	Curriculum/Methods in Early Childhood Special Education	
	IECE 591	Seminar in Interdisciplinary Early Childhood Education	
	PSY 432G	Psychology of the Gifted and Creative	
	GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
	ENG 408G	Sociolinguistics and Psycholinguistics	
	Research Foundations		
	EDFN 500		3
	Select one of the following options:		6
	Thesis:		
	LTCY 599	Thesis Research and Writing	
	Non-Thesis Option:		
	LTCY 522	Investigations in Reading	
	LTCY 624	Seminar in Literacy Issues and Trends	
	Total Hours		30

4. Rationale:

Due to changes in the field of literacy education and the integration of technology into coursework, rather than as an “add-on”, the literacy faculty wishes to delete LTCY 518 from the required courses for this MAE. Program faculty will address Kentucky Teacher Standard 6 – Technology: *Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research* through other coursework in authentic and meaningful ways.

This program already includes a research course, LTCY 528, Literacy Research Methods and Evaluation. The deletion of EDFN 500 is in response to student feedback that the course did

not benefit their understanding of the content and that the LTCY 528 course is better suited and more rigorous toward the needs of Literacy MAE candidates.

Options have been added to the restricted elective list due to the addition of quality and pertinent coursework across the university since the creation of this program. An option has been added to the specialization component which will be a new course upon approval and implementation by the Fall 2017.

5. Proposed term for implementation: Fall 2017

6. Dates of committee approvals:

Department	<u>10-14-16</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Course
(Action)**

Date: September 15, 2016
College, Department: CEBS, Psychology
Contact Person: Rick Grieve, rick.grieve@wku.edu, 5-4417

21. Identification of course

- 1.25 Course prefix (subject area) and number: PSY 791
- 1.26 Course title: Advanced Psychology Practice

22. Proposed change(s):

- 22.1 course number:
- 22.2 course title:
- 22.3 credit hours: 1 or 3
- 22.4 grade type:
- 22.5 prerequisites:
- 22.6 corequisites:
- 22.7 course description: Advanced field experience (200 to 600 clinical and supervision hours) for doctoral students. Applied Students are responsible for their own transportation to practicum sites.
- 22.8 other:

23. Rationale for revision of course:

Students need to accrue clinical and supervision hours every semester in order to best prepare to apply for their predoctoral internship. We believe the best way to do this is to have practica every semester. The variable course hours allow our non-traditional students to have flexibility in their scheduling and select the option that best works for them.

24. Term of implementation: Fall 2017

25. Dates of committee approvals:

Department	<u>October 14, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: September 15, 2016
College, Department: CEBS, Psychology
Contact Person: Rick Grieve, rick.grieve@wku.edu, 5-4417

26. Identification of course

- 1.27 Course prefix (subject area) and number: PSY 792
- 1.28 Course title: Advanced Practicum in Intervention

27. Proposed change(s):

- 27.1 course number:
- 27.2 course title:
- 27.3 credit hours: 1 or 3
- 27.4 grade type:
- 27.5 prerequisites:
- 27.6 corequisites:
- 27.7 course description: Supervised practice (200 to 600 clinical and supervision hours) in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites.
- 27.8 other:

28. Rationale for revision of course:

Students need to accrue clinical and supervision hours every semester in order to best prepare to apply for their predoctoral internship. We believe the best way to do this is to have practica every semester. The variable course hours allow our non-traditional students to have flexibility in their scheduling and select the option that best works for them.

29. Term of implementation: Fall 2017

30. Dates of committee approvals:

Department

October 14, 2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: September 15, 2016
College, Department: CEBS, Psychology
Contact Person: Rick Grieve, rick.grieve@wku.edu, 5-4417

31. Identification of course

- 1.29 Course prefix (subject area) and number: PSY 799
- 1.30 Course title: Dissertation

32. Proposed change(s):

- 32.1 course number:
- 32.2 course title:
- 32.3 credit hours: 1 or 3
- 32.4 grade type:
- 32.5 prerequisites:
- 32.6 corequisites:
- 32.7 course description:
- 32.8 other:

33. Rationale for revision of course:

In order to encourage students to complete the dissertation in a timely manner, we want to put in the requirement that they continue to take one hour of dissertation credit every semester until they successfully defend their dissertation project. This course also provides options for students to remain enrolled in the program prior to graduation.

34. Term of implementation: Fall 2017

35. Dates of committee approvals:

Department	<u>October 14, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Revise a Course
(Action)**

Date: September 15, 2016
College, Department: CEBS, Psychology
Contact Person: Rick Grieve, rick.grieve@wku.edu, 5-4417

36. Identification of course

- 1.31 Course prefix (subject area) and number: PSY 895
- 1.32 Course title: Predoctoral Internship

37. Proposed change(s):

- 37.1 course number:
- 37.2 course title:
- 37.3 credit hours: 1, 2, or 3
- 37.4 grade type:
- 37.5 prerequisites:
- 37.6 corequisites:
- 37.7 course description:
- 37.8 other:

38. Rationale for revision of course:

Students must be enrolled in a university-related course in order to complete their predoctoral internship. Many internships begin over the summer. In order to accommodate students ' different internship schedules, we believe having different hour options available each semester will be beneficial.

39. Term of implementation: Fall 2017

40. Dates of committee approvals:

Department	<u>October 14, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Course revision proposals require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*