

CEBS CURRICULUM COMMITTEE

3:00 pm – December 2, 2014

GRH 3073

- I. Approval of Minutes of the October 7, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. New Business

School of Teacher Education/Educational Leadership Doctoral Program

1. Revise Course Grade Type – EDU 695, Advanced Topics in Education

Educational Leadership Doctoral Program

1. Revise a Program – 0010, Doctor of Education (EdD) (Educational Leadership (2nd submission of this program revision - for 2.4 other: Revise policy by which EdD students may be awarded EDU 695, credit for education related experiences. Update policy wording.)

School of Teacher Education

1. Revise Course Number – EDU 300, Becoming an Effective Global Citizen

Department of Psychology

1. Revise Course Catalog Listing – PSY 290/PSYS 290, Supervised Study in Psychology
2. Revise Course Catalog Listing – PSY 299, Selected Topics in Psychology
3. Revise Course Catalog Listing – PSY421, Psychology of Early Adolescence
4. Create New Course – PSY 345, Foundations of Clinical and Community Behavioral Health
5. Create New Minor Program – 21, Minor in Clinical and Community Behavioral Health

III. Other Business

Proposal Date: September 29, 2014

**College of Education and Behavioral Sciences
School of Teacher Education/Educational Leadership Doctoral Program
Proposal to Revise Course Grade Type
(Consent Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDU 695
- 1.2 Course title: Advanced Topics in Education

2. Current course grade type: Standard Letter Grade

3. Proposed course grade type: Pass/Fail

4. Rationale for revision of course grade type: This course is typically used for EdD students in Teacher Leader or P-12 Administrative Leadership specializations to conduct “readings or special projects in education” (catalog description) or to receive credit for providing evidence that they hold current National Board Certification status. In either case, the awarding of a Pass/Fail grade seems more appropriate.

5. Proposed term for implementation: Fall 2015

6. Dates of prior committee approvals

School of Teacher Education	10/10/14
CEBS College Curriculum Committee	_____
Professional Education Council	_____
General Education Committee (if applicable)	NA
Graduate Council	_____
University Senate	_____

Revise a Program (Action)

Date: September 29, 2014

College: Education and Behavioral Sciences

Department: Educational Leadership Doctoral Program

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3061

1. Identification of program:

1.1 Reference number: 0010

1.2 Program title: Doctor of Education (EdD) (Educational Leadership)

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other: Revise policy by which EdD students may be awarded EDU 695 credit for education related experiences. Update policy wording.

3. Detailed program description:

Existing Program	Revised Program
<p>Students admitted to the EdD in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; • have completed at least 9 hours in the EdD program; and • hold current National Board Certification status. <p>The student must submit an application form to the Doctoral Studies Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student's program. The hours may not be substituted for required (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by the Doctoral Studies Leadership Council, the</p>	<p>Students admitted to the EdD in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; and • have completed at least 9 hours in the EdD program; and • hold current National Board Certification status. <p>Similarly, EdD students participating in the WKU-Green River Regional Educational Cooperative EdD Partnership may apply to receive up to twelve (12) hours of EDU 695 credit for successfully completing WKU-GRREC co-designed educational leadership experiences/studies. To be eligible to receive credit, students must document that they:</p> <ul style="list-style-type: none"> • have been admitted to the EdD program in either the Teacher Leader

<p>student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student's NBCT status to WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. No charge will be assessed by WKU.</p>	<p>or P-12 Administrative Leadership concentration.</p> <p>In both cases, the student must submit an application form to the Doctoral Studies EdD Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student's program. The hours may not be substituted for required (core) courses in the program.</p> <p>For NBCT-related applicants, once a recommendation for the awarding of hours for NBCT completion is approved by the Doctoral Studies EdD Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student's NBCT status to the WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. For WKU-GRREC partnership participants, the application approved by the EdD Leadership Council will serve as documentation for credit.</p> <p>No charge will be assessed by WKU for posting these credits.</p>
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4. **Rationale:** The WKU EdD program is collaborating with the Green River Regional Education Cooperative (GRREC) to develop an EdD partnership program whereby GRREC employees and affiliates may work together on doctoral coursework and research to benefit the educational communities within GRREC and WKU's mutual areas of regional stewardship. Following an already accepted NBCT model, the EDU 695 credit process allows for WKU and GRREC to develop a credit-bearing process for these partnership experiences.

5. **Proposed term for implementation:** Fall 2015

6. **Dates of committee approvals:**

EDD Leadership Council	10-16-2014
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: November 14, 2014

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise Course Number
(Action)**

Contact Person: Dr. Jeanine Huss, (270)745-2293, jeanine.huss@wku.edu

1. Identification of proposed course

- 1.1 Course prefix (subject area) and number: EDU 300
- 1.2 Course title: Becoming an Effective Global Citizen
- 1.3 Proposed course number: EDU 200

2. Rationale for revision of course number: This course is intended to help undergraduates learn skills needed to be successful in college and life. These skills, if learned the first few years of college, will greatly enhance a student's ability for success in college. Therefore, this course should be lowered to help students who are freshmen or sophomores.

3. Proposed term for implementation: Summer 2015

4. Dates of prior committee approvals:

School of Teacher Education	11/14/14
CEBS College Curriculum Committee	_____
Professional Education Council	_____
Undergraduate-Curriculum-Committee	_____
University Senate	_____

Proposal Date: 11/21/2014

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

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1. Identification of course:

1.1 Course prefix (subject area) and number: PSY 290/PSYS 290

1.2 Course title: Supervised study in psychology

2. Current course catalog listing:

PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100. Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the first 36 hours of a psychology major or the first 37 hours of the psychological science major. Equivalent to PSYS 290.

**3. Proposed course catalog listing:
(aim for 25 words or less)**

PSY 290. SUPERVISED STUDY IN PSYCHOLOGY. (1-3) Prerequisite: PSY 100. Directed readings or research under faculty supervision. Students must make their own arrangements in advance for supervision by a faculty member. May be repeated for a total of up to six hours, with no more than three hours counted in the first 31 hours of the psychology major or the first 37 hours of the psychological science major. Equivalent to PSYS 290.

4. Rationale for revision of the course catalog listing:

The current catalog listing refers to “the first 36 hours of a psychology major.” There are currently only 31 required hours for the psychology major. The new wording makes the description consistent with the current number of required hours in psychology.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Department of Psychology

11/21/2014

CEBS College Curriculum Committee

Department of Psychological Sciences

Ogden College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

Proposal Date: 11/21/2014

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

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 299
- 1.2 Course title: Selected topics in psychology

2. Current course catalog listing:

PSY 299. SELECTED TOPICS IN PSYCHOLOGY (SEMINAR). (1-3) Prerequisite: PSY 100. Study and discussion focusing on various issues in psychology; topics will vary based on faculty and student interest. May be repeated for a total of up to six hours, with no more than three hours counted in the first 37 hours of a psychology major.

3. Proposed course catalog listing:

(aim for 25 words or less)

PSY 299. SELECTED TOPICS IN PSYCHOLOGY (SEMINAR). (1-3) Prerequisite: PSY 100. Study and discussion focusing on various issues in psychology; topics will vary based on faculty and student interest. May be repeated for a total of up to six hours, with no more than three hours counted in the psychology major.

4. Rationale for revision of the course catalog listing:

The current catalog listing refers to “the first 37 hours of a psychology major.” There are currently only 31 required hours for the psychology major. The new wording makes the description consistent with the current number of required hours in psychology and reduces the need for future revisions should the hours required for the major change again.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Department of Psychology

CEBS College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

11/21/2014

Proposal Date: 11/21/2014

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

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421

1. Identification of course:

- 1.1 Course prefix (subject area) and number: PSY 421
- 1.2 Course title: Psychology of early adolescence

2. Current course catalog listing:

PSY 421. PSYCHOLOGY OF EARLY ADOLESCENCE. (3) Prerequisites: PSY 100 and junior standing or permission of the instructor. Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor. PSY 421 may not be used to satisfy the Developmental Course Category restricted elective requirement of the major.

**3. Proposed course catalog listing:
(aim for 25 words or less)**

PSY 421. PSYCHOLOGY OF EARLY ADOLESCENCE. (3) Prerequisites: PSY 100 and junior standing or permission of the instructor. Focuses on theory and research related to cognitive, personality, and social development in early adolescence. Theories are applied to important developmental contexts such as peers, families, and learning environments. Designed for students planning to meet middle grades certification requirements. Either PSY 421 or PSY 422, but not both, may be taken to satisfy the requirements of the psychology major or minor.

4. Rationale for revision of the course catalog listing:

The current catalog listing refers to “the Developmental Course Category.” This category is no longer part of the psychology major. The new wording makes the description consistent with the current psychology major.

5. Proposed term for implementation:

Fall 2015

6. Dates of prior committee approvals:

Department of Psychology

11/21/2014

CEBS College Curriculum Committee

Undergraduate Curriculum Committee

University Senate

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

Contact Person: Elizabeth L. Jones, Elizabeth.jones@wku.edu 745-4414

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: PSY 345
- 1.2 Course title: Foundations of Clinical and Community Behavioral Health
- 1.3 Abbreviated course title: Clinical Community Beh Health
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit No
- 1.5 Grade type: standard letter grade
- 1.6 Prerequisites: Declared minor in Clinical and Community Behavioral Health
- 1.7 Course description: Survey of basic knowledge, skills, and values appropriate for clinical and behavioral health professionals, and the agencies, roles and services provided. Field trips to agency sites will be required. Students are responsible for arranging their own transportation.

2. Rationale:

- 2.1 Reason for developing the proposed course:

Grounding in approaches to service delivery and the knowledge and skills necessary for work in human service organizations is fundamental to preparation for work in the area of clinical and behavioral health. Clinical and community are used in the name of the course and minor to cover the mental health organizations along with the organizations that are focused more generally on improving the personal well-being of others (e.g., social welfare, housing, recreation, child care, etc.). The use of behavioral health terminology typically refers to the intrapersonal and interpersonal domains of functioning and distinguishes the services from those provided in the physical health or medical domains. This course will expose students to the basic skills and knowledge that cut across the human service disciplines of psychology, social work, counseling, gerontology, family and consumer services, and nonprofit administration, as well as orienting students to diverse types of human service organizations. The Department of Psychology is proposing a minor in clinical and community behavioral health and this course will be one of the courses offered in the community connections subcategory in which three hours are required. The proposed course was developed to meet the needs of students in the minor that are uncertain as to the discipline focus and/or the population focus they want to pursue. This course will provide a broad orientation to the various human service agencies providing clinical and behavioral health services. The other connections courses proposed for this category provide overviews within a specific discipline and are intended for students who have identified an area within which to focus. The proposed Foundations in Clinical and Community Behavioral Health course provides a wider focus for students who may wish to explore different populations or settings within the clinical and behavioral health sector.

The proposed course contributes to the preparations of students who are interested in careers in the field of human services and mental health. As such it furthers the vision of the Department of Psychology to offer and produce practitioner-scholars effectively prepared to serve WKU's service region. This course further supports the department in addressing two of the sub-goals of the American Psychological Association's (APA) Standards for Quality Undergraduate Education in Psychology by helping students to "apply psychological content and skills to career goals" and "develop meaningful professional direction for life after graduation." The proposed course meets the WKU Strategic Goal 3: Improve the quality of life of our communities by preparing students for work within the behavioral health field where national and regional shortages in behavioral health practitioners are noted (see U.S. Department of Health and Human Services, Health Resources and Services Administration [2013]; <http://hpsafind.hrsa.gov/HPSASearch.aspx>).

- 2.2 Projected enrollment in the proposed course: Expected enrollment is 15 – 20 students per offering based on anticipated enrollment in the minor. The course will initially be offered as an online On Demand offering until the course evidences sufficient numbers for a face-to-face course offering.
- 2.3 Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers three courses with some similarity to this proposed course. The PSY 445 Introduction to Clinical and School Psychology has a narrow focus on two applied areas of psychology that require graduate degrees for entry level practice. The PSY 470, Psychology and Law, focuses on the interface of psychology with the legal system. The proposed course is for roles requiring only a baccalaureate preparation and has a broader and more general scope as it focuses on practice in community and clinical human service organizations. The PSY 390, Field Experience in Psychology, is restricted to students in the psychology major or minor who also meet a 2.5 GPA requirement. This course is primarily a field practice or internship type of course with seminar meetings. It only provides an abbreviated overview of bachelor's level positions in the human service sector in one of the seminar meetings. In addition, the PSY 390 focuses on applying knowledge gained in the major or minor to a field setting and gaining an in-depth experience in one organization rather than across organizations. The PSY 345, Clinical and Community Behavioral Health, differs from these other psychology courses in both content, scope, and purpose. All of these courses evidence some similarities in that they prepare students in various ways about professional practice within various clinical and community behavioral health areas.
- 2.4 Relationship of the proposed course to courses offered in other departments: As noted in section 2.3, this course is similar to courses that are offered in other departments, however it offers broader coverage with more limited scope within any one discipline, population of focus, or type of organization. There are three courses offered by Social Work department that were identified to be similar to the proposed course: SWRK 326, Services for Older Americans, SWRK 356 Services for Juvenile Offenders and Their Families, and SWRK 436, Services for Children. As these course titles indicate, the courses are focused

for particular populations. The proposed course provides a broader survey of populations, services and programs.

There are several other related courses that are at the 100 and 200 course level and that provide introductory coverage in areas included within the broad umbrella of clinical and community behavioral health. The Department of Family and Consumer Services offers FACS 180, Foundations in Family and Consumer Sciences, and FACS 291 Family, Community, and Early Childhood Program Partnerships. The Department of Social Work offers SWRK 101, Foundations of Human Services, and SWRK 205, Introduction to Social Work. The GERO 100, Introduction to the Aging Experience is offered by the Department of Diversity and Community Studies and the School of Kinesiology, Recreation and Sport offers REC 220, The Nonprofit Sector. These courses differ in their introductory focus, course level (100 and 200 level courses), and discipline specific perspective. The proposed course will focus on providing an integrated perspective to services and emphasize common skills, values and ethics used in clinical and behavioral health.

2.5 Relationship of the proposed course to courses offered in other institutions:

A review of course offerings at WKU's 18 benchmark institutions noted somewhat similar courses at four of these institutions. Middle Tennessee State University offers a similar course in their Department of Psychology. The PSY 4110 - Issues and Ethics in Mental Health Services, provides an overview of mental health services, programs, and ethics for the bachelor's level graduate. Northern Illinois University offers a Bachelor of General Studies degree in Health and Human Sciences that is inclusive of mental health services. This program offers UHHS 310, Introduction to Health and Human Services which is an overview of health and human service organizations, professional practices and ethics. Towson State offers a course entitled Preparing Human Service Workers – Pre-Internship in the major in Family Studies and Human Services offered by the Family Studies and Community Development Department. This course provides an overview of ethical and professional competencies for human service workers along with an overview of programs and services. Ohio University offers an Integrated Health Care Studies Major which offers a course HST 100, Introduction to Human Services Technology. This course covers ethics, principles of care, and models of service delivery for mental health, social services, and corrections professionals. The general purpose of the courses presented above is to provide each respective major with a course that focuses on the bachelor's level professional roles, professional practices and the organizations within which they work.

Within Kentucky, two of the seven institutions offer somewhat similar courses. Northern Kentucky offers a Counseling and Human Services Major and that major offers one similar course: HSR 100, Orientation to Mental Health/Human Services. This course covers roles, attitudes and values of mental health/human service professionals. Lindsey Wilson College offers a Human Services and Counseling major with two courses that address similar content. The HS 2103, Introduction to Human Services provides an overview of roles human service workers provide, helping disciplines, and employing organizations. The HS 3003, Human Service Foundations and Issues provides current

issues and models of service provision.

As can be seen, similar courses are offered in a variety of departments and programs across the universities reviewed which reflects the interdisciplinary nature of the human service and behavioral health practice at the bachelor degree level. The PSY 435, Foundations in Clinical and Community Behavioral Health is not unique in content and focus in comparison to courses offered in benchmark institutions. Nor is this type of course highly unusual.

3. Discussion of proposed course:

3.1 Schedule type: Lecture/Lab

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

- Describe the basic approaches to intervention/improving the well-being of others and identify programs and agencies employing each approach.
- Demonstrate an understanding of personal values and the impact they have on professional practices in the human services sector.
- Demonstrate an understanding of different types of human service organizations including roles of professionals, range of services offered and organizational values.
- Discuss the expectations of professionals in the human service sector with regard to diversity issues.
- Describe the helping process and characteristics of effective helpers.
- Describe legal and ethical issues that impact organizations and professionals.

3.3 Content outline:

- Overview of human service organizations
 - Types of organizations
 - Approaches to and types of services
 - Professional disciplines and roles
- Expectations and values of human service professionals
 - Self-awareness
 - Interpersonal skills
 - Characteristics of effective helpers
 - Sensitivity to and respect for diversity
 - Personal challenges
- Ethical and legal issues
 - Ethical practice across agencies and disciplines
 - Ethical issues
 - Legislative and legal requirements
 - Ethical decision making

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

- Exams over course readings and assignments
- Performance completing assignments
- Reflection papers on self-assessments and field assignments

3.5 Tentative texts and course materials:

Alle-Corliss, L. & Alle-Corliss, R. (2006). *Human service agencies. An orientation to fieldwork 2nd edition*. Belmont, CA: Thompson Learning.

Neukrug, E. (2013) *Theory, practice, and trends in human services, 5th edition*. Belmont, CA: Brooks/Cole – Cengage Learning.

Woodside, M. & McClam, T. (2015). *An Introduction to the human services, 8th Edition*. Belmont, CA: Brooks/Cole - Cengage Learning

4. Resources:

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

5. Budget implications:

- 5.1 Proposed method of staffing: There are three faculty members of the Department of Psychology who could teach this course. The course will initially be offered as an online On Demand course until the course evidences sufficient numbers for a face-to-face course offering.
- 5.2 As the course will be offered online as an On Demand offering, it will minimally impact current offerings in the department.
- 5.3 Special equipment needed: Not applicable
- 5.4 Expendable materials needed: Not applicable
- 5.5 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Psychology	11/21/2014 _____
College of Education & Behavioral Sciences College Curriculum Committee	_____ _____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Create a New Minor Program
(Action Item)**

Contact Person: Pitt Derryberry
pitt.derryberry@wku.edu
270-745-5250

1. Identification of program:

- 1.1 Program title: Minor in Clinical and Community Behavioral Health
- 1.2 Required hours in minor program: 21
- 1.3 Special information:

The Department of Psychology is collaborating with other departments (i.e., Counseling and Student Affairs, Family and Consumer Sciences, Gerontology, Recreation, and Social Work) in offering an interdisciplinary minor in Clinical and Community Behavioral Health. Though the majority of course work for the minor comes from Psychology, those pursuing the minor will take some courses from other departments. Representatives from each department have been consulted in developing the minor and are supportive of the minor and the inclusion of the courses identified from their respective departments.

- 1.4 Catalog description:

The minor in Clinical and Community Behavioral Health is an interdisciplinary minor that contributes to the preparation of students who are interested in careers in the mental health field and human services sector. The minor requires 21 hours, 12 of which must be from Psychology. Required coursework is distributed across four categories: Introductory – Psychology (3 hours), Introductory – Related Disciplines (6 hours), Community Connections (3 hours) and Principles of Mental Health (9 hours; 6 from Psychology).

- 1.5 Classification of Instructional Program Code (CIP):

2. Rationale:

- 2.1 Reason for developing the proposed minor program:

The minor in Clinical and Community Behavioral Health pertains to a central aspect of the Department of Psychology's vision, which is to offer and produce programs that produce practitioner-scholars effectively prepared to serve the Commonwealth of Kentucky and surrounding regions. With the minor's interdisciplinary focus on contributing to the preparation of practitioners in the mental health field in conjunction with the overall shortage nationally of behavioral health practitioners (see U.S. Department of Health and Human Services, Health Resources and Services Administration [2013]; <http://hpsafind.hrsa.gov/HPSASearch.aspx>), the minor in Clinical and Community Behavioral Health can make an important contribution to WKU Strategic Goal 3: Improve the quality of life of our communities. Furthermore, this minor contributes to two of the subgoals of Principle 5 of the American Psychological Association's (APA) Standards for Quality Undergraduate Education in Psychology (i.e., *Policy makers and the general*

public need to understand why psychological literacy is necessary for informed citizens in an effective workforce) in that it will help students to “apply psychological content and skills to career goals” and “develop meaningful professional direction for life after graduation.”

2.2 Projected enrollment in the proposed minor program.

It is anticipated that this minor will enroll at least 25 – 30 students per graduating cohort.

2.3 Relationship of the proposed minor program to other programs now offered by the department:

The Department of Psychology currently offers one minor in Psychology. This minor provides a general overview of Psychology and exposes the student to important theories and paradigms. The minor in Clinical and Community Behavioral Health is different in that its focus is specifically on applied areas within Psychology and relevant disciplines, is interdisciplinary, and has an emphasis on preparation for work in the mental health field.

2.4 Relationship of the proposed minor program to other university programs:

The Department of Psychological Science recently received approval for a minor in Psychological Science. According to information obtained from the proposal for the minor in Psychological Science, “The Psychological Science minor focuses students on becoming more engaged and critical consumers of the science underlying psychology through courses informed by current research and practice in the scientific study of individual and collective behavior, the physical and environmental bases of behavior, and the analysis and treatment of behavioral problems.” The minor in Clinical and Community Behavioral Health is different in that its focus is specifically on applied areas within Psychology and relevant fields, is interdisciplinary, and has an emphasis on preparation for work in the mental health field.

There are other minors that pertain to various areas within mental health. These include minors in Social Work, Gerontology, Child Studies, and Family Studies. The minor in Clinical and Community Behavioral Health is different from these minors in that it is interdisciplinary. As such, it has a broader and more general scope and focuses on preparation for practice in community and clinical human service organizations whereas the aforementioned minors concentrate on a specific discipline.

2.5 Similar minor programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

None of the 7 public institutions in Kentucky offer a similar minor. However, Northern Kentucky offers a major in Counseling and Human Services, and Lindsey Wilson offers a major in Human Services and Counseling. One institution among WKU’s 18 benchmarks offers a similar minor. Specifically, Ball State University offers a minor in Community Health Education. This program includes courses in health science, health education, as well as an internship with a governmental or voluntary health agency. Three benchmark institutions offer majors that are similar in focus. East Tennessee State University offers a major in Human Services. Northern Illinois offers a major in Health and Human Sciences. Ohio University offers a major in Human Services Technology.

A handful of similar minors exist at other institutions in the United States as noted below:

- The University of South Florida (USF) offers a minor in Behavioral Healthcare. As noted on USF's website "Behavioral health problems, including mental illness and substance abuse, are among the greatest public health challenges facing our communities. New, scientifically based treatment approaches are available to treat and prevent many of these behavioral health issues. Students will be exposed to these treatment approaches as well as to issues in the organization, financing, delivery, and outcomes of behavioral health services. The emphasis of the curricula is on those empirically validated methods of service delivery within the context of current funding, policies, and trends."
- Canisius University offers a minor in clinical/counseling psychology. According to Canisius' website, "The Clinical/counseling psychology minor is for individuals planning careers in psychology, social work, or counseling education and is open to majors and non-majors with the needed prerequisites. Students learn about the therapeutic services provided in counseling centers, independent or group practices, hospitals or clinics."
- The University of Nevada Las Vegas (UNLV) offers a minor in Human Services. According to UNLV's website, "The Human Services minor provides broad training in understanding human behavior and in interpersonal and helping skills to provide services in a wide array of contexts."

2.6 Relationship of the proposed minor program to the university mission and objectives:

Those pursuing this minor will become better prepared to serve the mental health field and human services sector. The minor will produce citizens who are more psychologically literate; a major principle of the APA Standards for Quality Undergraduate Education in Psychology. The availability of this minor contributes to WKU's mission, which states that "WKU prepares students to be productive, engaged, and socially responsible citizen leaders of a global society." With the minor's focus on contributing to the preparation of practitioners in the mental health field in conjunction with the overall shortage nationally of behavioral health practitioners (see U.S. Department of Health and Human Services, Health Resources and Services Administration [2013]; <http://hpsafind.hrsa.gov/HPSASearch.aspx>), the minor in Clinical and Community Behavioral Health can make an important contribution to WKU Strategic Goal 3: Improve the quality of life of our communities.

3. Learning outcomes of the proposed minor:

Those completing this minor will:

- Be better prepared for a career in the mental health field and human services sector.
- Gain greater awareness of major psychological theories and paradigms of relevance in the mental health field and human services sector.
- Demonstrate an understanding of different types of mental health and human service organizations including roles of professionals, range of services offered, and organizational values.
- Describe the helping process and characteristics of effective helpers.
- Describe legal and ethical issues that impact organizations and professionals.
- Develop and espouse the concept of psychologically literate citizens.

4. Curriculum:

The minor requires 21 hours, 12 of which must be from Psychology. The minor will consist of coursework from four categories: Introductory – Psychology, Introductory – Related Disciplines, Community Connections, and Principles of Mental Health. Requirements in these categories are as follows:

Required Introductory – Psychology (3 hours): *Choose from*

- PSY 100 – Introduction to Psychology
- PSY 220 – Developmental Psychology
- PSY 250 – Psychology of Adjustment

Required Introductory – Related Disciplines (6 hours from separate fields): *Choose from*
Counseling and Student Affairs

- CNS 110 – Human Relations

Family and Consumer Sciences

- FACS 191 – Child Development
- FACS 297 – Family, Community, and Early Childhood Program Partnerships

Social Work

- SWRK 101 – Foundations of Human Services
- SWRK 205 – Introduction to Social Work

Gerontology

- GERO 100 – Introduction to the Aging Experience

Recreation Administration

- PHY 220 – Understanding Nonprofit Sector

Required Community Connections (3 hours): *Choose from*

- PSY 390 – Field Experience in Psychology
- PSY 470 – Psychology and the Law
- PSY 345 – Foundations of Clinical and Community Behavioral Health
- SWRK 326 – Services for Older Americans
- SWRK 356 – Services for Juvenile Offenders
- SWRK 436 – Services to Children

Principles of mental health: (9 hours; at least 6 must be from Psychology): *Choose from*

- PSY 355 – Issues in Cross-Cultural Psychology
- PSY 412 – Psychology of Motivation and Emotion
- PSY 422 – Adolescent Psychology
- PSY 440 – Abnormal Psychology
- PSY 441 – Psychological Aspects of Alcoholism
- PSY 442 – Beginning Skills in Psychological Interviewing
- PSY 443 – Behavior Modification
- PSY 445 – Introduction to Clinical and School Psychology
- CNS 432 – Helping Skills
- FACS 311 – Family Relations

- FACS 391 – Risk and Resilience
- FACS 492 – Growth and Guidance of Children
- FACS 494 – Parenting Strategies
- FACS 495 – Family and Relationship Violence
- FACS 496 – Challenging Behaviors
- GERO 461 – Person-Centered Dementia Management

5. Budget implications:

The minor is comprised of courses that are regularly offered and staffed. There should be no budgetary implications.

6. Proposed term for implementation: Fall 2015

7. Dates of prior committee approvals:

Department of Psychology	<u>11/21/2014</u>
College Curriculum Committee	_____

Undergraduate Curriculum Committee	_____
University Senate	_____
Board of Regents	_____