

AGENDA
CEBS CURRICULUM COMMITTEE
3:00 pm – December 6, 2016
GRH 3073

- I. Approval of Minutes of the November 1, 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 December 6, 2016 CEBS Curriculum meeting
- III. **New Business**

Department of Educational Administration, Leadership, and Research

Action Items:

- 1. Create New Certificate Program – Executive Leadership Coaching

Department of Counseling and Student Affairs

- 1. Create a New Course, CNS 477 – Eating Disorders in Counseling
- 2. Create a New Course, CNS 548 – Principles and Practices of School Counseling
- 3. Create a New Course, CNS 549 – School Counseling and Consultation
- 4. Revise a Course, CNS 559 – Techniques in Counseling
- 5. Revise a Course, CNS 567 – Mental Health Diagnosis and Treatment in Counseling
- 6. Revise a Course, CNS 583 – Couples Counseling
- 7. Revise a Course, CNS 647 – Addictions: Assessment, Diagnosis and Treatment Planning
- 8. Revise a Course, CNS 667 – Counseling Substance Abusers & Their Families
- 9. Suspend a Course, CNS 580, Family Life Studies
- 10. Reactivate a Program, 218 – Certificate in Addictions Counseling and Education
- 11. Revise a Program, 218 – Certificate in Addictions Counseling and Education
- 12. Revise a Program, 046 – School Counseling, Master of Arts in Education
- 13. Suspend a Program, 159 – Individual Intellectual Assessment, Endorsement (159, IIA)

School of Teacher Education

Action Items:

- 1. Revise a Program, 5001 – Major in Middle Level Education Social Studies and Language Arts

- IV. **Other Business**

A. CEBS Curriculum Committee By-Laws:

At the November 10, 2016 CEBS Administrative Council meeting, the CEBS Curriculum Committee By-Laws were discussed. A vice-chair is needed for the committee. In the past a department head has served in this position. A question was raised whether an elected voting body member could be elected to serve as vice chair. The Curriculum Committee will discuss revising the by-laws as follows: VI., B. Vice Chair: A voting member of the committee.; IX., 2. Vice Chair: The Vice Chair, shall preside at the meetings of the Curriculum Committee in the absence of the Chair and shall assume other duties at the request of the Chair.

Certificate Program - Create New (Action)

Date: August 8, 2016

College: College of Education and Behavioral Sciences

Department: Educational Administration, Research, and Leadership

Contact Person: Margie DeSander, marguerita.desander@wku.edu, 5-3062

1. Identification of program:

- 1.1 Program title: Executive Leadership Coaching
- 1.2 Required hours: 12
- 1.3 Program Description: A program for current or aspiring leaders to prepare them to mentor current or aspiring leaders in their development.
- 1.4 Classification of Instructional Program Code (CIP): 13.0401

2. Learning outcomes of the proposed certificate program:

Students who complete the certificate will be able to

1. Describe key historical and contemporary theories of leadership.
2. Describe research regarding leadership development and effectiveness.
3. Describe their own leadership approach within the context of leadership theory and research.
4. Demonstrate growth in their own leadership capacity as a result of applying skills and concepts drawn from the leadership literature to their internship experience.
5. Analyze leadership, team, and organizational characteristics and behaviors toward solving common workplace problems at both the tactical and strategic levels.
6. Identify key values to guide individuals and organizations.
7. Describe theories, research, and processes related to effective leadership coaching.
8. Use theoretical-, empirical-, and self-knowledge, as well as an ethical framework, to support and mentor aspiring or newly appointed leaders.

3. Rationale:

- 3.1 Reason for developing the proposed certificate program: Executive coaching is a fast growing area of leadership development that would give educational leadership doctoral students an advantage as they explore future leadership training opportunities.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: No other certificates are offered in the EDD program.
- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: The University College houses a graduate leadership studies certificate that is generalist in nature, and, thus, not specifically geared toward helping leaders develop the capacity of mentoring other current or aspiring leaders.
- 3.4 Projected enrollment in the proposed certificate program: 10 per academic year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): East Tennessee State University has an executive coaching course as part of their leadership development program for all university employees. Middle Tennessee State University's Center for Organizational and Human Resource Effectiveness offers executive coaching services, but no certificate program. Northern Illinois University's Center for Human Capital and Leadership offers a "Coaching for Success" professional development program. University of Southern Mississippi has a Training and Development Certificate Program that includes an executive coaching component. Georgetown University's School of Continuing Studies

Create a New Course (Action)

Date: 11/28/2016

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

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu,
Andrea Jenkins, andrea.jenkins@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 477/ CNS 677
- 1.2 Course title: Eating Disorders in Counseling
- 1.3 Abbreviated course title: Eating Disorders in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Etiology, assessment, and diagnosis of eating disorders which will include anorexia nervosa, bulimia nervosa, binge eating disorder, and avoidant/restrictive food intake disorder. Existing treatment options and preventative measures will also be examined.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: Currently, eating disorders have the highest mortality rate of any mental health disorder (Crow, Peterson, Swanson, Raymond, Specker, Eckert, & Mitchell, 2009; National Association of Anorexia Nervosa and Associated Disorders [ANAD], 2014; Smink, van Hoeken, & Hoek, 2012; Papadopoulos, Ekbam, Brandt, & Ekselius, 2008) and are characterized by significant physical, psychological, and academic or occupational dysfunction (Hillege, Beale, & McMaster, 2006; Smink et al., 2012). Further, eating disorders have high co-morbidity with other psychiatric conditions such as obsessive-compulsive disorder, anxiety, depression and suicidality, narcissistic personality disorder, and avoidant personality disorder (Hudson, Hiripi, Pope, & Kessler, 2007; Simon & Zieve, 2013; Swanson, Crow, LeGrange, & Merikangas, 2011). Eating disorders, which include anorexia nervosa, bulimia nervosa, binge eating disorder, and avoidant/restrictive food intake disorder classifications (American Psychiatric Association, 2013), tend to be first diagnosed in individuals in late adolescence and early adulthood. Scholars have found among college samples that women and men exhibit disordered eating patterns at approximately 25% and 20%, respectively (Arigo, Schumacher, & Martin, 2014; Greenleaf, Petrie, Carter, & Reel, 2009; Quick & Byrd-Bredbrenner, 2013).

The alarming research statistics support the need for more of an academic focus on this specific population. Currently, at WKU within the Counseling and Student Affairs program, eating disorders are covered only briefly over one evening in a three- credit hour course (CNS 567 Mental Health Diagnosis and Treatment in Counseling). Clearly, this is not a significant amount of time to address an issue that is impacting our campus and the surrounding Bowling Green community. Based on the course catalog, no other courses on campus state explicitly that the focus of the course is on eating disorders. Many counselors in our program and within the community have reported that they do not feel adequately prepared to offer effective assessment and interventions when working with eating disorder concerns.

The proposed course will be used as an elective in the Counseling and Student Affairs program and the proposed Certificate in Addictions, as well as made available to students who may be interested in the topic from other programs. The course is a possibility for all undergraduate/ graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts.

- 2.2 Relationship of the proposed course to other courses at WKU: The proposed course will examine eating disorders from a holistic perspective including the physical and psychological effects of these diagnoses. Other courses provided through WKU (HMD 361/HMD362 and CHEM 109/CHEM304) which address this topic approach it from a medical perspective, focusing either specifically on the effects of poor nutrition in general on the physical body, or from a treatment perspective which emphasizes nutrition planning. None of the courses currently offered at WKU, dealing with eating disorders specifically address the mental health concerns inherent in these diagnoses; or discuss prevention of the cognitive and emotional stressors that can lead to eating disorders.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Upon completing this course, students will:
- Describe various eating disorders in diagnostic terms
 - Analyze and compare etiology of various eating disorders and their development over time
 - Demonstrate use of assessments for eating disorders
 - Identify and evaluate existing treatment options for various eating disorders
 - Compare and contrast abnormal and normal eating habits based on current research and clinical expertise
 - Discuss current eating behavior trends and explain medical consequences of various eating disorder symptoms

- Examine comorbid mental health issues related to eating disorders, such as certain personality factors

3.3 Content outline:

- Definition and diagnostic criteria for eating disorders
- Etiology of specific eating disorders and personality factors related to specific eating disorders
- Assessment techniques
- Cultural competencies when evaluating abnormal vs normal eating behaviors
- Current eating behavior trends and treatment options available
- Discussion of preventative measures
- Comorbid mental health issues

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.

Tentative texts and course materials:

Keel, P. K. (2016). *Eating disorders* (2nd ed.). New York, NY: Oxford University Press.

Additional assigned and supplemental course readings and resources will be available on the WKU Blackboard site for this course.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Summer 2017

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____

University Senate

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

Create a New Course (Action)

Date: 11/29/2016

College: College of Behavioral Sciences and Education

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 548
- 1.2 Course title: Principles and Practices of School Counseling
- 1.3 Abbreviated course title: Principles and Practices
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Course participants will learn how to design and implement guidance, counseling, and career services at various schools levels, as well as ways best practices in facilitating and advancing student learning.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace outdated courses currently being required within the School Counseling program and associate certificate programs. Its content accurately reflects current trends in School Counseling, as well as accreditation standards.
- 2.2 Relationship of the proposed course to other courses at WKU: There are no other courses offered at WKU that are similar to this course.

3. Discussion of proposed course:

- 3.5 Schedule type: Applied Learning
- 3.6 Learning Outcomes: Upon completing this course, students will:
 - 1. Understand the history of Professional School Counseling, including recent trends and transformations in school counseling practice, and how this history has informed the current practice of school counselors.
 - 2. Understand the role and functions of a Professional School Counselor, and begin the process of develop and evolving Professional Identity, Professional Philosophy, and Mission to inform future practice.
 - 3. Understand the ASCA National Model and models of Comprehensive School Counseling Programs (CSCP), and be able to apply the models to develop and manage a CSCP.

4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.
 5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Warren County and surrounding areas, the State of Kentucky, and the USA.
- 3.7 Content outline: This course will introduce school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age The following subject areas will be covered:
- FOUNDATIONS in
- models of school counseling programs
 - models of school-based collaboration and consultation
 - assessments specific to P-12 education
- PRACTICE in
- development of school counseling program mission statements and objectives
 - design and evaluation of school counseling programs
 - core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
 - interventions to promote academic development
 - approaches to increase promotion and graduation rates
 - techniques to foster collaboration and teamwork within schools
 - strategies for implementing and coordinating peer intervention programs
 - use of accountability data to inform decision making
 - use of data to advocate for programs and students
- 3.8 Student expectations and requirements:
Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Summer 2017

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Create a New Course (Action)

Date: 11/29/2016

College: College of Behavioral Sciences and Education

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 549
- 1.2 Course title: School Counseling and Consultation
- 1.3 Abbreviated course title: Counseling and Consultation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 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.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace outdated courses currently being required within the School Counseling program and associate certificate programs. Its content accurately reflects current trends in School Counseling, as well as accreditation standards.
- 2.2 Relationship of the proposed course to other courses at WKU: There are no other courses offered at WKU that are similar to this course.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Develop skills in leadership, advocacy, and systems change agents in P-12 schools
 - Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
 - Will develop skills in school counselor roles such as school leadership and in multidisciplinary teams
 - Will develop competencies to advocate for school counseling roles

- Will understand the qualities and styles of effective leadership in schools
- Will understand how to create and connect with community resources and referral sources
- Will become knowledgeable of legislation and government policies relevant to school counseling
- Will develop strategies to promote equality in student achievement and college access

3.3 Content outline:

- School counselor roles as leaders, advocates, and systems change agents in P-12 schools
- School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- School counselor roles in school leadership and multidisciplinary teams
- Competencies to advocate for school counseling roles
- Qualities and styles of effective leadership in schools
- Community resources and referral sources
- Legislation and government policy relevant to school counseling
- Strategies to promote equality in student achievement and college access

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition.

4. Budget implications:

- 4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.
- 4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. Term for implementation: Immediate

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

***New course 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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 559
- 1.2 Course title: Techniques in Counseling

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: delete "CNS 558"
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: CNS 558 is the Counseling Theories course. The content from this course is not necessary to apply the concepts addressed and taught in CNS 559 Techniques in Counseling.

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department

11/29/2016

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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 567
- 1.2 Course title: Mental Health Diagnosis and Treatment in Counseling

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: delete "CNS 558"
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: CNS 558 is the Counseling Theories course. The content from this course is not necessary to apply the concepts addressed and taught in CNS 567.

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department

11/29/2016

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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 583
- 1.2 Course title: Couples Counseling

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: delete "12 hours of counseling courses including CNS 580"
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: The decision to include the above mentioned prerequisites was not made under the approval of the current faculty. Further, CNS 580 is no longer offered. Additionally, students do not need content or skill development in order to be prepared to take and successfully complete this course.

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department

11/28/2016

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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

Contact Person: andrea.jenkins@wku.edu, 5-4786

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 647
- 1.2 Course title: Addictions: Assessment, Diagnosis and Treatment Planning

2. Proposed change(s):

- 2.1 course number: 647
- 2.2 course title:
- 2.3 credit hours: 3
- 2.4 grade type: Standard letter grade
- 2.5 prerequisites: ~~Admission to or completion of approved graduate program in a helping profession, and~~ Instructor permission
- 2.6 corequisites: CNS 637 Theories of Addiction
- 2.7 course description: This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.
- 2.8 other: Course equivalencies, SWRK 647, PSY 647 will be deleted.

3. Rationale for revision of course:

The prerequisites are dropped because they are not necessary. Additionally this course will be part of the reactivated Addictions Certificate Program; which will not require that students be enrolled in a graduate degree program. The course equivalencies are dropped in order to maintain the standard expectations for KY Licensure as a Clinical Alcohol and Drug Counselor Associate (LCADCA). However, the certificate program and this course is not restricted to students in our department.

4. Term of implementation: As soon as approved.

5. Dates of committee approvals:

Department	11/29/2016
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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

Contact Person: andrea.jenkins@wku.edu, 5-4786

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 667
- 1.2 Course title: Counseling Substance Abusers & Their Families

2. Proposed change(s):

- 2.1 course number: 667
- 2.2 course title: Counseling Substance and Process Addictions
- 2.3 credit hours: 3
- 2.4 grade type: Standard letter grade
- 2.5 prerequisites: Instructor permission
- 2.6 corequisites: CNS 637 Theories of Addiction
- 2.7 course description: The course involves effective individual, family and group counseling techniques, interventions and resources for treating substance and process addictions.
Previous Description: Counseling issues related to substance abuse diagnosis, treatment and aftercare program.
- 2.8 other: Course equivalencies, SWRK 667, PSY 667 will be deleted.

3. Rationale for revision of course:

The title, as well as program description of the course is revised to better meet the current trends and terminology within the field. The course is updated to meet current licensure and credentialing requirements. The course equivalencies are dropped in order to maintain the standard expectations for KY Licensure as a Clinical Alcohol and Drug Counselor Associate (LCADCA). However, the certificate program and this course is not restricted to students in our department.

4. Term of implementation: As soon as approved.

5. Dates of committee approvals:

Department

11/29/2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course or program:

- 1.1 Current course prefix (subject area) and number: CNS 580
- 1.2 Course title: Family Life Studies

2. Action (check one): suspend delete reactivate

3. Rationale: The course has not been offered in at least 4 years and will not be offered in the foreseeable future. Deleting it from the current course listings will prevent confusion among students who may be considering the course as an elective.

4. Effect on programs or other departments: As mentioned, the course has not been offered for several years. It is no longer a required course in any program in the Department; and is not a requirement for state licensure.

5. Term of implementation: Immediately

5. Dates of committee approvals:

Department	11/28/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

**Program - Suspend/Delete/Reactivate
(Consent)**

Date: 11/28/2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

Contact Person: Andrea Jenkins, andrea.jenkins@wku.edu, 5-4786

1. Identification of course or program:

1.1 Program reference number: 218

1.2 Program title: Certificate in Addictions Counseling and Education

2. Action: suspend delete reactivate

3. Rationale: There is considerable need for addictions training among graduate level mental health professionals.

4. Effect on programs or other departments: The certificate program will be open to other departments; and will now offer content and training that addresses current and relevant trends in treating addictions.

5. Term of implementation: As soon as possible

5. Dates of committee approvals:

Department

11/29/2016

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

**Revise a Program
(Action)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

Contact Person: Andrea Jenkins, andrea.jenkins@wku.edu, 5-4786

1. Identification of program:

1.1 Reference number: 218

1.2 Program title: Certificate in Addictions Counseling and 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>Certificate in Addictions Counseling and Education, Ref. #218 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found 011 the departmental website at: http://www.wku.edu/esa!programs/programs_of_fereu.php.</p> <p>The 15 hour interdisciplinary certificate program in Addictions Counseling and Education prepares students to provide counseling or education services to individuals abusing or addicted to mood altering chemicals. Individuals who complete the program will be knowledgeable about physical and psychological effects of various chemicals and the etiology of addictions, and will have skills in prevention strategies, assessment procedures, intervention skills, and treatment of individuals abusing or addicted to drugs.</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Certificate in Addictions Counseling and Education, Ref. #218 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found 011 the departmental website at: http://www.wku.edu/esa!programs/programs_offereu.php.</p> <p>The 15 hour interdisciplinary certificate program in Addictions Counseling and Education prepares students to provide counseling or education services to individuals abusing or addicted to mood altering chemicals. Individuals who complete the program will be knowledgeable about physical and psychological effects of various chemicals and the etiology of addictions, and will have skills in prevention strategies, assessment procedures, intervention skills, and treatment of individuals abusing or addicted to drugs.</p>

Admission Requirements

This interdisciplinary certificate program is open to students admitted to any of the following graduate programs: Psychology (Clinical option), Marriage and Family Therapy, Mental Health Counseling, Nursing, Public Health, School Psychology, or Social Work. A second category of eligible students includes individuals who are licensed or license-eligible in any of the above areas. The Department of Counseling and Student Affairs provides program administration and primary advisement. Prospective students must submit an application to the Department of Counseling and Student Affairs, Coordinator of the certificate in Addictions Counseling and Education. The intent is to provide education and training that is consistent with the students' major programs; that is, the development of counseling skills is emphasized for those with appropriate counseling credentials, whereas the development of health education skills is the focus for others.

Certificate Requirements-15 hours

Required courses-9 hours; these courses are taken sequentially:

CNS/PSYS/SSWRK 637 Theories of Addictions
CNS/PSY/SWRK 647 Addictions: Assessment, Diagnosis, & Treatment Planning
CNS/PSY/SWRK 667 Counseling Substance Abusers & Their Families

Internship-3 hours

After completion of required courses the student must complete an internship with at least 300 hours of supervised experience related to addictions in the area of prevention, health education, intervention or treatment. The student's major program advisor and the certificate program coordinator must approve the internship site. Credit may be earned in any of the following courses: CNS 596 Internship; PSY 592

Admission Requirements

This interdisciplinary certificate program is open to students admitted to any of the following graduate programs: **Clinical** Mental Health Counseling, Marriage and Family **Counseling**, Psychology (Clinical option), ~~Therapy~~, Nursing, Public Health, School Psychology, or Social Work. A second category of eligible students includes individuals who are licensed or license-eligible in any of the above areas. The Department of Counseling and Student Affairs provides program administration and primary advisement. Prospective students must submit an application to the Department of Counseling and Student Affairs, Program Coordinator of the certificate in Addictions Counseling and Education. ~~The intent is to provide education and training that is consistent with the students' major programs; that is, the development of counseling skills is emphasized for those with appropriate counseling credentials, whereas the development of health education skills is the focus for others.~~

Certificate Requirements-15 hours

Required courses-9 hours; these courses are taken sequentially:

CNS/PSYS/SSWRK 637 Theories of Addictions
CNS/PSY/SWRK 647 Addictions: Assessment, Diagnosis, & Treatment Planning
CNS/PSY/SWRK 667 ~~Counseling Substance Abusers & Their Families~~ **Counseling Substance and Process Addictions**

Internship-3 hours

After completion of required courses the student must complete an internship with at least 300 hours of supervised experience related to addictions in the area of prevention, health education, intervention or treatment. The student's major program advisor and the certificate program coordinator must approve the internship site; **as well as the most appropriate internship course. Required prerequisites may be waived at the discretion of**

Psychology Internship; PH 546 Graduate Internship; or SWRK 560, 561, 660,661.

Restricted elective-3 hours

Students must choose 3 credit hours from the following restricted electives in collaboration with the certificate program coordinator and the student's program advisor. All courses are worth 3 credits unless otherwise noted.

- CNS 554 Group Counseling
- CNS 567 Diagnosis in Counseling
- CNS 559 Techniques in Counseling
- CNS 584 Counseling Violent and Dysfunctional Families
- CNS 588 Family Systems Counseling
- CNS 653 Brief Counseling
- NURS 500 Advanced Physiological and Pathophysiological Concepts
- PSY 514 Program Evaluation
- PSY 552 Advanced Social Psychology
- PSY 640 Psychopathology
- PH 568 STD / HIV Prevention: A Public Health Approach
- PH 572 Practice of Drug Abuse Prevention
- PH 586 Violence Prevention: A Public Health Approach
- PH 591 Health Program Evaluation
- SWRK 521 Social Work Clinical Assessment and Intervention
- SWRK 585 Spirituality and Religion in Social Work

~~the certificate program coordinator. Credit may be earned in any of the following courses: CNS 596 Internship; PSY 592 Psychology Internship; PH 546 Graduate Internship; or SWRK 560, 561, 660,661.~~

Approved Restricted elective-3 hours

Students ~~must~~ **may** choose ~~a~~ **a** 3 credit hours ~~graduate course from selected courses approved by the certificate program coordinator.~~ **graduate course from selected courses approved by the certificate program coordinator.** ~~the following restricted electives in collaboration with the certificate program coordinator and the student's program advisor. All courses are worth 3 credits unless otherwise noted.~~

- ~~CNS 554 Group Counseling~~
- ~~CNS 567 Diagnosis in Counseling~~
- ~~CNS 559 Techniques in Counseling~~
- ~~CNS 584 Counseling Violent and Dysfunctional Families~~
- ~~CNS 588 Family Systems Counseling~~
- ~~CNS 653 Brief Counseling~~
- ~~NURS 500 Advanced Physiological and Pathophysiological Concepts~~
- ~~PSY 514 Program Evaluation~~
- ~~PSY 552 Advanced Social Psychology~~
- ~~PSY 640 Psychopathology~~
- ~~PH 568 STD / HIV Prevention: A Public Health Approach~~
- ~~PH 572 Practice of Drug Abuse Prevention~~
- ~~PH 586 Violence Prevention: A Public Health Approach~~
- ~~PH 591 Health Program Evaluation~~
- ~~SWRK 521 Social Work Clinical Assessment and Intervention~~
- ~~SWRK 585 Spirituality and Religion in Social Work~~

4. Rationale: The program is being reactivated and edited for several reasons including the following: (a) there is a growing number of addictions clinics opening within the Bowling Green region; (b) many of the Department's interns are having to work with addiction-type issues and currently only have one course to choose from; (c) the Clinical Mental Health Counseling

Program was recently revised to include 12 hours of electives; having this certificate program provides an option to receive focused training. The list of restricted electives was deleted because it *restricts* options and does not account for the potential of any of those courses being suspended or deleted at some point in time. Further, the student will be encouraged to work with the certificate program coordinator to enroll in courses that best fit their training needs (i.e. including meeting the KY Licensure as a Clinical Alcohol and Drug Counselor Associate [LCADCA]).

5. Proposed term for implementation: As soon as possible.

6. Dates of committee approvals:

Department	<u>11/29/2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: 11/29/2016

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: 046

1.2 Program title: School Counseling, Master of Arts in 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
<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.

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.

All of the following materials should be submitted directly through the Graduate School application:

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

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.

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 guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews

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.

All of the following materials should be submitted directly through the Graduate School application:

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

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.

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 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

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 548 Principles and Practices of School Counseling 3
 CNS 549 School Counseling and Consultation 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 560 Professional Studies in Clinical, Family and School 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~~
 CNS 598 Research and Program Evaluation in 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>¹To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p> <p>²Internship 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>11/29/2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Program - Suspend/Delete/Reactivate
(Consent)**

Date: 11/28/2016

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-1499

1. Identification of course or program:

1.1 Program reference number: 159, IIA

1.2 Program title: Individual Intellectual Assessment, Endorsement (159, IIA)

2. Action: suspend delete reactivate

3. Rationale: Interest, as well as enrollment in this program is limited at best. Additionally, the Department does not have the faculty resources to continue to teach the courses required of this program. Efforts are being made to create certificate programs that meet the current trends in counseling and the school setting. The program needs to be removed from program listings to prevent confusion among interested parties.

4. Effect on programs or other departments: None

5. Term of implementation: Immediate

5. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Revise A Program (Action Item)**

Contact Person: John Moore, john.moore@wku.edu, 745- 5415

1. Identification of program:

- 1.1 Current program reference number: 5001
- 1.2 Current program title: Major in Middle Level Education Social Studies and Language Arts
- 1.3 Credit hours: 70-94

2. Identification of the proposed program changes:

- A) The WKU English Department is in process of deleting ENG 390 (Masterpieces in American Literature) as a course offering. Due to the fact that ENG 390 is currently a course requirement for the Middle Level Education in Language Arts and Social Studies major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Language Arts (Concentration 3), another 300 level ENG course is needed to replace ENG 390. Therefore, ENG 391 (Survey of American Literature I) **or** ENG 392 (Survey of American Literature II) is being proposed to replace the ENG 390 course requirement.

3. Detailed program description:

Current Program	Proposed Program
<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> · A biological science course and a physical science course, generally taken as part of general education coursework; · 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and 	<p>The Middle Level Education in Social Studies and Language Arts program leads to the Bachelor of Science degree and certification for grades 5-9 in Social Studies, Language Arts/Communication, or both. Three concentrations are available: 1) Dual area teacher certification in middle level social studies and language arts/communication; 2) Single area teacher certification in middle level social studies; 3.) Single area teacher certification in middle level language arts/communication.</p> <p>The program requires completion of:</p> <ul style="list-style-type: none"> · A biological science course and a physical science course, generally taken as part of general education coursework; · 37-40 semester hours of professional education courses: MGE 275 (3 hours), PSY 310 (3 hours), SPED 330 (3 hours), PSY 421 or 422 (3 hours), LTCY 421 (3 hours), MGE 385 (3 hours), a 3-hour MGE methods course for each area of certification, MGE 490 (10 hours), and EDU 489 (3 hours), plus a 3-hour computer literacy course selected from CIS 141 and LME 448; and

• The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication.

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or 102, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, 300, 302, ~~390~~, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

Total Hours for this concentration: 91-94

Concentration 2: Single area teacher certification in middle level social studies

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or 102, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

Total Hours for this concentration: 73-76

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Arts/Communication (single area teacher certification) 33 hours: ENG 100, 300, 301, 302, 304, ~~390~~, 401, 404, 410, COMM 145 or 161, LME 407.

Total Hours for this concentration: 70

Students must be admitted to professional education before enrolling in LTCY 421. See <http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.75 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance

• The indicated content-area coursework for dual area or single area teacher certification in one of the three concentrations.

Concentration 1: Dual area certification in middle level social studies and language arts/communication.

Students who choose this concentration must complete both of the following methods courses as part of the professional education coursework listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:

Social Studies (dual area certification) 27-30 hours: HIST 101 or 102, HIST 240, 241, GEOG 110, 360, ECON 150 or 202 and 203, PS 110, SOCL 100 or ANTH 120, and a 3-hour elective selected from an upper-division, non U.S., non-European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, 300, 302, ~~391~~ or ~~392~~, COMM 145 or 161, LME 407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

Total Hours for this concentration: 91-94

Concentration 2: Single area teacher certification in middle level social studies

Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Social Studies (single area teacher certification) 36-39 hours: HIST 101 or 102, HIST 240, 241, GEOG 110, 360, ECON 150 or ECON 202 and 203, PS 110, SOCL 100 or ANTH 120. In addition, 12 hours of electives (4 courses) should be selected from the following list (at least one of these courses must be a non U.S., non-European history course): HIST 305, 306, 307, 317, 353, 358, 456, 453, GEOG 330, 350, 451, 480.

Total Hours for this concentration: 73-76

Concentration 3: Single area teacher certification in middle level language arts/communication.

Students who choose this concentration must complete MGE 475 Teaching Language Arts (2 hours) as part of the professional education coursework listed above. In addition, they must complete the following content requirements:

Language Arts/Communication (single area teacher certification) 33 hours: ENG 100, 300, 301, 302, 304, ~~391~~ or ~~392~~, 401, 404, 410, COMM 145 or 161, LME 407.

Total Hours for this concentration: 70

Students must be admitted to professional education before enrolling in LTCY 421. See <http://www.wku.edu/teacherservices> for details on the requirements for admission to professional education.

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.75 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance

assessments. For details on the prerequisites for student teaching, see http://www.wku.edu/teacherservices/student_teaching/index.php.

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.

assessments. For details on the prerequisites for student teaching, see http://www.wku.edu/teacherservices/student_teaching/index.php.

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (<http://www.wku.edu/ste>) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.

Current Program				Proposed Program			
A biological science course and a physical science course, generally taken as part of general education coursework;			6	A biological science course and a physical science course, generally taken as part of general education coursework;			6
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
MGE	275	Foundations of Middle Grades Instruction	3	MGE	275	Foundations of Middle Grades Instruction	3
PSY	310	Educational Psychology	3	PSY	310	Educational Psychology	3
SPED	330	Introduction to Exceptional Education: Diversity in Learning	3	SPED	330	Introduction to Exceptional Education: Diversity in Learning	3
PSY	421	Psychology of Early Adolescence	3	PSY	421	Psychology of Early Adolescence	3
	or				or		
	422	Adolescent Psychology			422	Adolescent Psychology	3
LTCY	421	Reading in the Middle/Secondary Grades	3	LTCY	421	Reading in the Middle/Secondary Grades	3
MGE	385	Middle Grades Teaching Strategies	3	MGE	385	Middle Grades Teaching Strategies	3
MGE	475	Teaching Middle Grades Language Arts	3	MGE	475	Teaching Middle Grades Language Arts	3

	and/ or 481	Teaching Middle Grades Social Studies	3			and/ or 481	Teaching Middle Grades Social Studies	3
EDU	489	Student Teaching Seminar	3		EDU	489	Student Teaching Seminar	3
MGE	490	Student Teaching	10		MGE	490	Student Teaching	10
Plus a 3-hour computer literacy course selected from CIS 141 or LME 448			3		Plus a 3-hour computer literacy course selected from CIS 141 or LME 448			3
Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:					Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:			
<i>Social Studies (dual area certification)</i> 27-30 hours:					<i>Social Studies (dual area certification)</i> 27-30 hours:			
HIST	101	World History I	3		HIST	101	World History I	3
	or					or		
HIST	102	World History II			HIST	102	World History II	
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3
HIST	241	The United States since 1865	3		HIST	241	The United States since 1865	3
GEOG	110	World Regional Geography	3		GEOG	110	World Regional Geography	3
GEOG	360	Geography of North America	3		GEOG	360	Geography of North America	3
ECON	150	Introduction to Economics			ECON	150	Introduction to Economics	
	or					or		
	202	Principles of Economics (MICRO)	3			202	Principles of Economics (MICRO)	3
	and					and		
	203	Principles of Economics (MACRO)				203	Principles of Economics (MACRO)	
PS	110	American National Government	3		PS	110	American National Government	3

Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
HIST	101	World History I	3		HIST	101	World History I	3
or					or			
HIST	102	World History II			HIST	102	World History II	
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3
GEOG	241	The United States since 1865	3		GEOG	241	The United States since 1865	3
GEOG	110	World Regional Geography	3		GEOG	110	World Regional Geography	3
ECON	360	Geography of North America	3		ECON	360	Geography of North America	3
ECON	150	Introduction to Economics	3		ECON	150	Introduction to Economics	3
or					or			
ECON	202 and 203	Principles of Economics (MICRO) and Principles of Economics (MACRO)	6		ECON	202 and 203	Principles of Economics (MICRO) and Principles of Economics (MACRO)	6
PS	110	American National Government	3		PS	110	American National Government	3
SOCL	100	Introductory Sociology	3		SOCL	100	Introductory Sociology	3
or					or			
ANTH	120	Introduction to Cultural Anthropology			ANTH	120	Introduction to Cultural Anthropology	
and					and			
12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).					12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).			
HIST	305		12		HIST	305		12
HIST	306				HIST	306		

HIST	307				HIST	307		
HIST	317				HIST	317		
HIST	353				HIST	353		
HIST	358				HIST	358		
HIST	453				HIST	453		
HIST	456				HIST	456		
GEOG	330				GEOG	330		
GEOG	350				GEOG	350		
GEOG	451				GEOG	451		
GEOG	480				GEOG	480		
Total Hours For This Single Area Concentration (Social Studies)			73-76		Total Hours For This Single Area Concentration (Social Studies)			73-76
Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			
ENG	100	Introduction to College Writing	3		ENG	100	Introduction to College Writing	3
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3
ENG	301	Argument And Analysis in Writing Discourse	3		ENG	301	Argument And Analysis in Writing Discourse	3
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3
ENG	304	English Language	3		ENG	304	English Language	3
ENG	390	Masterpieces Of American Literature	3		ENG	391	Survey Of American Literature I	3
					ENG	392	Survey Of American Literature II	
ENG	401	Advanced Composition	3		ENG	401	Advanced Composition	3
ENG	410	Composition Theory And Practice In Writing Instruction	3		ENG	410	Composition Theory And Practice In Writing Instruction	3

ENG		Any ENG upper-division course	3		ENG		Any ENG upper-division course	3
COMM	145	Fundamentals of Public Speaking And Communication	3		COMM	145	Fundamentals of Public Speaking And Communication	3
Or					Or			
COMM	161	Business and Professional Speaking			COMM	161	Business and Professional Speaking	
LME	407	Literature for Young Adults	3		LME	407	Literature for Young Adults	3
Total Hours For This Single Area Concentration (Language Arts/Communication)			70		Total Hours For This Single Area Concentration (Language Arts/Communication)			70

4. Rationale for the proposed program changes:

The WKU English Departmental faculty is in process of deleting ENG 390 (Masterpieces in American Literature) as a course offering.

Due to the fact that ENG 390 is currently a course requirement for the Middle Level Education in Language Arts and Social Studies major (Concentration 1) **and** Single Area Teacher Certification in Middle Level Language Arts (Concentration 3), a 300 level ENG course is needed to replace ENG 390.

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

Fall 2017

6. Dates of prior committee approvals:

School of Teacher Education

11/11/2016

College Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee Graduate

University Senate

(ADOPTED 4/11/05)
Revised 09/01/09, 06/07/11, 11/02/16

CURRICULUM COMMITTEE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

Bylaws

I. NAME OF THE ORGANIZATION

The name of this body is the Curriculum Committee of the College of Education and Behavioral Sciences (CEBS).

II. PURPOSE

The Curriculum Committee of the College of Education and Behavioral Sciences has as its purpose to review and act upon all matters pertaining to curriculum for programs within the college. In addition, at the request of the Dean, the Curriculum Committee will consider other matters related to graduate or undergraduate education in the college.

III. FUNCTIONS

- A. To make recommendations to the Provost/Vice President for Academic Affairs, through the Undergraduate Curriculum Committee or Graduate Council, and University Senate, regarding academic programs, academic policies, and scholastic regulations pertaining to programs with the College of Education and Behavioral Sciences.
- B. To review all proposals submitted to it by academic units within the college.
- C. To initiate studies and policies pertaining to the curriculum, to scholastic regulations, or to other matters referred to the Curriculum Committee by the Dean, the Provost/Vice President for Academic Affairs, or the University Senate.
- D. To establish subcommittees as needed for accomplishing the work of the Committee.
- E. To recommend to the Provost/Vice President for Academic Affairs, through the Undergraduate Curriculum Committee or Graduate Council, and University Senate, the establishment of new major or minor programs.

IV. COMPOSITION OF THE CURRICULUM COMMITTEE

- A. Ex-officio Members (voting)
 - Associate Dean for Academic Programs (Chair)
 - Director of the Office of Teacher Services and School Relations
- B. Elected Faculty Members and Alternates (voting)
 - Faculty members from each academic department/unit in the college. All academic departments except the School of Teacher Education may have two elected faculty representatives. Units with fewer than 10 regular full-time faculty

members may choose to have only one faculty representative. The School of Teacher Education may have five elected faculty members.

C. Student Member and Alternate (voting)

Two students, one undergraduate and one graduate, with declared majors in one of the programs offered in the College of Education and Behavioral Sciences, shall be appointed by the CEBS Curriculum Committee.

D. Advisory Members (non-voting)

Dean, College of Education and Behavioral Sciences
Associate Dean for Accountability and Research

The Dean may appoint other advisory members as appropriate.

V. QUALIFICATIONS AND TERMS OF OFFICE

A. Faculty

1. Membership Qualifications: Individuals holding full-time faculty appointments and elected by their departments/units may serve on the Curriculum Committee.
2. Term of Office: Each faculty representative shall serve a two-year term, with half the membership rotating off the committee each year. The term of office begins August 15 of the first year and continues through August 14 of the second year. A member may be elected to successive terms of office.

B. Student

1. Membership Qualifications: The undergraduate student representative shall have earned a minimum of 60 hours, have a minimum grade point average of 2.75, have at least one semester of residence at Western Kentucky University, and have a declared major in one of the programs offered by the College of Education and Behavioral Sciences. The graduate student representative shall be nominated by the heads of departments that offer graduate programs in the college, and the department represented will be rotated annually.
2. Term of Office: The student representatives shall serve a one-year term and may be re-appointed. The student member serves from August 15 through the following August 14.

VI. OFFICERS OF THE CURRICULUM COMMITTEE

- A. **Chair:** The Associate Dean for Academic Programs, or other faculty member or administrator appointed by the Dean, shall serve as chair.
- B. **Vice Chair:** A Vice Chair shall be elected annually from among the department/unit heads in the college.
- C. **Secretary/Recorder:** The Chair shall appoint a Secretary/Recorder, who need not be a member of the Curriculum Committee.

VII. SUBCOMMITTEES OF THE CURRICULUM COMMITTEE

The Chair of the Curriculum Committee may create ad hoc committees as needed and may appoint members of ad hoc committees from either the membership or from outside the membership, as appropriate to the purpose for which the ad hoc committee is created.

VIII. AMENDMENTS TO BYLAWS

Amendments to the Bylaws of the Curriculum Committee require a two-thirds majority vote of support.

IX. RULES AND PROCEDURES OF THE CURRICULUM COMMITTEE

A. Organization

1. Chair: The Chair shall preside at the meetings of the Curriculum Committee and shall be responsible for seeing that the agenda are prepared and that the minutes of the meetings are properly kept. The Chair may create ad hoc committees as needed and may appoint members thereto.
2. Vice Chair: The Vice Chair, elected annually from the department/unit heads, shall preside at meetings of the Curriculum Committee in the absence of the Chair and shall assume other duties at the request of the Chair.
3. Secretary/Recorder: The Secretary/Recorder shall be responsible for preparing the agenda for all meetings, keeping the minutes for all meetings, and notifying the members of all meetings.

B. Meetings

1. Schedule: Regular meetings of the Curriculum Committee shall be held monthly at a time designated by the Chair. Exceptions may be made for holiday periods. Special meetings may be called at the discretion of the Chair.
2. Quorum: A quorum shall consist of a simple majority of the voting members of the Curriculum Committee.
3. Parliamentary Authority: the Sturgis Standard Code of Parliamentary Procedure shall be the parliamentary authority of the Curriculum Committee.
4. Voting Requirements: An affirmative vote of a majority of the Council shall be required for passage of motions. Normally, voting shall take place by voice or by show of hands, but any member may request a vote by secret ballot, and that request shall be granted.

Voting on matters pertaining graduate courses, programs, or policies is restricted to members who have graduate faculty status.

Discussion pertaining to a specific department/unit may be conducted without representation from that department or unit. However, *action* on any matter pertaining to a specific department or unit shall occur only if a representative from that department/unit is present.

On occasion, with consent of the membership, a vote may be conducted electronically. The conditions and requirements for conducting an electronic vote shall be specified at the time that a matter is put to a vote. If a member objects to making a decision by voting electronically, a meeting shall be called at a time announced by the Chair.

5. Visitors: All meetings shall be open to visitors, but visitors may be seated separately from members. The privilege of addressing the members of the Curriculum Committee may be granted to a visitor at the Chair's discretion.
6. First and Second Readings: Most matters brought before the Curriculum Committee require only one reading. Exceptions to this: are proposals to make major changes to the Bylaws of the Curriculum Committee and other substantive matters, as determined by the Chair. A member may move to suspend the rules and waive the second reading. This motion may be debated, and it requires a two-thirds vote.
7. Agenda and Minutes: The agenda for a meeting of the Curriculum Committee and the minutes of the previous meeting shall be prepared by the Chair with the assistance of the Secretary/Recorder. Items for inclusion on the agenda must be submitted to the Secretary/Recorder by noon of the Tuesday of the week preceding the meeting. All proposals must follow the formats established by the Undergraduate Curriculum Committee/Graduate Council and shall be submitted as directed by the Chair of the Curriculum Committee. The agenda and the minutes of the previous meeting shall be distributed to Curriculum Committee members a reasonable time prior to the meeting.
8. Alternates: A faculty who cannot attend a meeting shall be responsible for designating another faculty member in the member's department to attend and vote in the member's place. The member should provide the alternate with agenda materials. Members are expected to notify the Secretary/Recorder when they have asked alternates to attend in their places. A student member who cannot attend a meeting shall be responsible for designating another qualified student member to attend and vote in the member's place.
A member who misses two consecutive meetings or three non-consecutive meetings within an academic year without arranging for an alternate may be removed from office if a majority of the committee votes to recommend removal. The department of the member who has been removed will then be contacted and asked to elect another representative.