Minutes
CEBS CURRICULUM COMMITTEE
3:00 pm – December 3rd, 2019

<u>Members Present:</u> Lisa Duffin, Jeanine Huss, Susan Keesey, Steve Wininger, Mark Staynings (Ghezal) Aaron Hughey, Gail Kirby, Nancy Hulan

<u>Guests Present:</u>, Sara McCaslin, Blair Thompson,

I. Approval of Minutes of the November 5th, 2019 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.)
Wininger motion to approve. Duffin second. Minutes approved as they appear on the web.

II. Approval of Agenda of this December 3rd, 2019 CEBS Curriculum meeting.
Wininger motion to approve. Staynings second. Agenda approved

III. **Consent Items**

<u>Educational Administration Leadership & Research</u>

1. Program Change Request: 047: *Adult Education-* Dr. Wren Mills
Consent item approved.

IV. **New Business**

<u>School of Teacher Education</u>

Graduate:

Course change proposals can be viewed at <u>https://nextcatalog.wku.edu/courseadmin/</u>
Program change proposal can be viewed at <u>https://nextcatalog.wku.edu/programadmin/</u>

1. Course Change Request- *LTCY 519- Literacy Development and Instruction-* Dr. Nancy Hulan
2. Course Change Request- *LTCY 523- Assessment and Intervention of Reading and Writing-* Dr. Nancy Hulan
3. Course Change Request-*LTCY 527- Diversity and Equity in Literacy Education-* Dr. Nancy Hulan
4. Course Change Request-*LTCY 530- Literacy Development for Multilingual Learners-* Dr. Kandy Smith
5. Course Change Request-*LTCY 532- Literacy Leadership and Coaching-* Dr. Nancy Hulan
Wininger motion to bundle proposals 1-5. Duffin second. Proposals bundled. Wininger motion to approve. Staynings second. Dr. Hulan presented. Motions approved with friendly amendment made to formatting of learning outcomes on LTCY 530.
6. Program Change Request- 044- *Literacy Education-* Dr. Nancy Hulan
Staynings motion to approve. Wininger second. Dr. Hulan presented. Motion approved.
7. Program Change Request- 044- *Literacy Education P-12-* Dr. Nancy Hulan
Kirby motion to approve. Duffin second. Dr. Hulan presented. Motion approved.

Psychology

Undergraduate:

1. Proposal to Revise a Program: *760- Major in Psychology*- Dr. Steven Wininger
   Hughey motion to approve. Wininger second. Dr. Wininger presented. Friendly amendment made to wording on 3.1.

Graduate:

1. Course Change Request: *PSY 509- Foundations of School Psychology*- Dr. Carl Myers
   Keesey motion to approve. Wininger second. Dr. Wininger presented. Motion approved.
2. Program Change Request: *147- School Psychology*- Dr. Carl Myers
   Duffin motion to approve. Huss second. Dr. Wininger presented. Motion carried.

School of Professional Studies

Undergraduate:

1. Proposal to Create a New Certificate Program: *Advanced Workplace Readiness and Professionalism*- Dr. Sara McCaslin
   Staynings motion to approve. Wininger second. Dr. McCaslin presented. Discussion. Staynings motion to table. Duffin second. Proposal was tabled.

V. **Other Business**

   A.

Proposal to Revise a program: Major in Psychology

CEBS

Department/Unit: Psychology

Section 1: Proponent Contact Information

    1.1 Name/Title: Steve Wininger

    1.2 Email address: steven.wininger@wku.edu

    1.3 Phone #: 54421

Section 2: Program Information

    2.1 Classification of Instructional Program (CIP) reference number: 760.

    2.2 Current Program title: Major in Psychology

    2.3 Current total number of credits required in the program: 34-53

Section 3: Proposed program revisions and rationales

    3.1 First proposed revision: Delete PSYS 370 Industrial/Organization Psychology from the Group Behavior category. We do not feel like this course is benefiting students in terms of knowledge acquired.

    3.2 Second proposed revision: Delete PSY440 Abnormal Psychology as a required course for the sport psychology concentration and move it to a suggested course for the Behavioral Change category. Add PSY 290 Supervised Study in Psychology or PSY 390 Field Experience in Psychology or PSY 490 Research, Readings, or Special Projects in Psychology. Most students in the sport psychology concentration plan to pursue graduate study. Engaging in research or a field placement experience will help to increase their chances of getting into a graduate program.

    3.3 Third proposed revision: Delete PE 122 Foundations of Kinesiology as a required course. We do not feel like this course is benefiting students in terms of knowledge acquired with regard to the sport psychology concentration.

3.4 Fourth proposed revision: Add HMD 360 Advanced Nutrition and HMD 368 Dietary and Herbal Supplements as additional options to the HMD 364 Sports Nutrition required course. HMD 364 has not been offered as frequently as needed. Adding these two additional courses will give students more options for an advanced nutrition course.

3.5 Fifth proposed revision: Add a new required course option to include COMM 315 Sport Communication or LEAD 300 Leadership Theory and Application or SOCL 324 Sociology of Sport. This addition replaces the 3 hours lost from the removal of PE 122 and provides students with a knowledge base in communication, leadership or group behavior which are important factors in dealing with athletes and athletic teams.

Section 4: Consultations:

Email consultations about course deletions and additions were made with:

- **Kelly Madole (PSYS; 11/14)**
- **Ron Ramsing (PE; 11/14)**
- **Travis Wilson (HMD; 11/13)**
- **Helen Sterk (COMM; 11/13)**
- **John Baker (LEAD; 11/13)**
- **Holli Drummond (SOCL; 11/13)**

None of the department heads or program coordinators objected to the planned program changes to the BA in psychology.

Section 5: Proposed term for implementation: Fall 2020

Section 6: Approval Flow Dates:

Department	11/22/19
College Curriculum Committee	**12/3/19**
UCC	
University Senate	

Section 7: Required Appendices: Current & proposed program descriptions:

Current Program	Proposed Program
General Major The general major in psychology (reference number 760) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree.	No changes to this section.
A minor, second major, or the sport psychology concentration is required. At least half of the program must be in upper division courses (numbered 300 or above).	No changes to this section.
Required core courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3).	No changes to this section.
MATH 183, PHIL 215, or other mathematics courses (excluding MATH 109) that satisfy the Colonnade Quantitative Reasoning requirement must also be completed.	No changes to this section.
One course from each of the following categories must be taken. **Applied Development and Behavior: 3 hours** **PSY 220 Introduction to Lifespan Developmental Psychology (3)** **PSY 422 Adolescent Psychology (3)** **FACS 191 Child Development (3)** **GERO 100 Introduction to the Aging Experience (3)** **Foundations of Behavior: 3 hours** - PSY 331 – Psychology of Learning (3)	

- PSYS 333 – Cognitive Psychology (3)
- PSYS 363 – Psychology of Sensation and Perception (3)
- PSY 412 – Psychology of Motivation and Emotion (3)
- PSY 436 – Applied Cognitive Psychology (3)
- PSYS 450 – Introduction to Personality Theories (3)

Group Behavior: 3 hours

- PSY 350 – Social Psychology (3)
- PSY 355 – Cross-Cultural Psychology (3)
- ~~PSYS 370 – Industrial/Organizational Psychology (3)~~
- PSY 371 – Psychology of Sales (3)
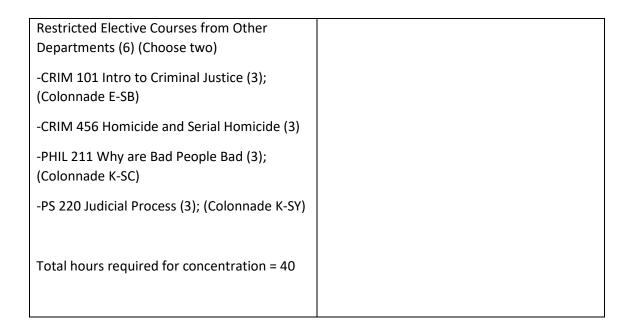- PSY 470 – Psychology and Law (3)

Behavioral Change: 3 hours

- PSY 340 – Sport Psychology (3)
- PSY 440 – Abnormal Psychology (3)
- PSY 442 – Beginning Skills in Psychological Interviewing (3)
- PSY 443 – Behavior Modification (3)
- PSY 445 – Introduction to Clinical Practice in Psychology (3)

Group Behavior: 3 hours

- PSY 350 – Social Psychology (3)
- PSY 355 – Cross-Cultural Psychology (3)
- PSY 371 – Psychology of Sales (3)
- PSY 470 – Psychology and Law (3)

Psychology Electives: 9 hours (at least 6 hours in courses numbered 300 or above in PSY or PSYS with the exception of PSY175 or PSY310)	No changes to this section.
The Psychology General Major is restricted to students with minimum composite ACT of 20 (or equivalent SAT) or a minimum cumulative GPA of 2.5 after 30 plus hours.	No changes to this section.
In addition to the option of majoring in psychology and choosing a minor or second major, students may also declare the sport psychology concentration which does not require an additional minor or second major.	No changes to this section.
Sport Psychology Concentration Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Applied Development and Behavior, Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses (Concentration courses may not be counted as category courses) -PSY 340 Sport Psychology (3) -PSY 412 Psychology of Motivation and Emotion (3) ~~-PSY 440 Abnormal Psychology (3)~~	-Category courses (12): Applied Development and Behavior, Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses (Concentration courses may not be counted as category courses) -PSY 340 Sport Psychology (3) -PSY 412 Psychology of Motivation and Emotion (3) **-PSY 290 Supervised Study in Psychology or PSY 390 Field Experience in Psychology or PSY 490 Research, Readings, or Special Projects in Psychology (3)** Other Courses

Other Courses -BIOL 131 Human Anatomy & Physiology (4); Colonnade E-NS with lab -PE 122 Foundations of Kinesiology (3) -PE 311 Exercise Physiology (3) -PE 313 Motor Development (3) -HMD 211 Human Nutrition (3); Colonnade K-SC -HMD 364 Sports Nutrition (3) Total hours required for concentration = 53	-BIOL 131 Human Anatomy & Physiology (4); Colonnade E-NS with lab -PE 311 Exercise Physiology (3) -PE 313 Motor Development (3) -HMD 211 Human Nutrition (3); Colonnade K-SC **-HMD 360 Advanced Nutrition or HMD 364 Sports Nutrition or HMD 368 Dietary and Herbal Supplements (3)** **-COMM 315 Sport Communication or LEAD 300 Leadership Theory and Application or SOCL 324 Sociology of Sport (3)**
Forensic Psychology Concentration Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Applied Development and Behavior (PSY 422 recommended), Foundations of Behavior, Group Behavior, and Behavioral Change. Required Psychology Concentration Courses (9) (Concentration courses may not be counted as category courses) -PSY 350 Social Psychology (3) -PSY 440 Abnormal Psychology (3) -PSY 470 Psychology and Law (3)	

Restricted Elective Courses from Other Departments (6) (Choose two) -CRIM 101 Intro to Criminal Justice (3); (Colonnade E-SB) -CRIM 456 Homicide and Serial Homicide (3) -PHIL 211 Why are Bad People Bad (3); (Colonnade K-SC) -PS 220 Judicial Process (3); (Colonnade K-SY) Total hours required for concentration = 40	

Proposal Date: 10/23/19

College of Education and Behavioral Sciences

School of Professional Studies

Proposal to Create a New Certificate Program

(Action Item)

Contact Person: Sara McCaslin, sara.mccaslin@wku.edu, 745-6103

1. **Identification of program:**

    1.1.   Program title: Interdisciplinary Professionalism and Success
    1.2.   Required hours in program: 13-15
    1.3.   Special information: This certificate is interdisciplinary in nature and is applicable to all majors in the College of Education and Behavioral Sciences. It will be administered through the School of Professional Studies. In addition to traditional coursework, a 1 credit hour course used to monitor students' completion of the CEBS Student Success Academy must be completed prior to graduation to obtain the certificate.
    1.4.   Catalog description: Certificate focusing on competencies needed for career readiness and professional development for transitioning into the workplace including foundational knowledge; research and writing; global learning, diversity, and service; and emerging professional exploration. A grade of 'C' or better is required in all coursework.
    1.5.   Classification of Instructional Program Code (CIP): 30 – Multi/Interdisciplinary Studies

2.   Learning outcomes of the proposed certificate program:

Upon completion of the program, students will:

- o   Communicate foundational knowledge in personal academic pursuits acquired via intellectual, personal, social, and professional opportunities in early course work.

- o   Demonstrate evidence of writing, collaborative projects, and research in their chosen academic discipline.

- o   Exemplify a commitment to cultural sensitivity through international experiences and service learning to engage with different cultures and ideas.

- o   Show evidence of professionalism from their participation in internships, student teaching, career field experiences, digital and technological applications, discipline specific capstone courses, and/or ePortfolios.

3.   Rationale:

3.1   Reason for developing the proposed certificate program:

The College of Education and Behavioral Sciences Student Leadership and Success Committee has created, at the request of the Dean, a Student Success Academy (SSA) program. This program strives to provide a high-impact student experiences that fosters success in academics and professional practice. The SSA incorporates student experiences inside and outside of the classroom including career field experiences, undergraduate research, internships, and campus participation. Examples of outside of the classroom experiences include M.A.S.T.E.R. Plan, CEBS Research Symposium, REACH Week, Intercultural Student Engagement Center (ISEC) Academy, and Dynamic Leadership Institute. The certificate is an enhancement to the SSA program and will provide students a curricular credential that highlights their completion of the SSA program within the CEBS.

Based upon the Association of American Colleges and Universities High Impact Educational Practices (2019), the SSA and the Interdisciplinary Professionalism and Success Certificate incorporates experiences related to first-year courses, foundational student success, and exploration as well as common intellectual experiences provided by writing intensive courses and undergraduate research. Required sections of the certificate deliberately follow these guidelines and course options were chosen to meet these practices.

CEBS alumni, potential employers, and faculty see a need for graduates to possess workplace readiness and professionalism upon graduation. Students with an awareness of professionalism and workplace skills are highly sought after as employees. Ritter, Small, Mortimer, and Doll (2018) stated that academia must respond to stakeholder

needs by reexamining curriculum and degree programs to reflect development of soft skills including teamwork, problem solving, and leadership. In addition to these soft skills, professional attitudes including self-discipline, prioritization, and timeliness play a major role in workplace readiness and post-graduate success (Campana & Peterson, 2013).

Works Cited

Association of American Colleges & Universities. (2019). *High-impact educational practices*. Retrieved from https://www.aacu.org/leap/hips

Campana, K., & Peterson, J. (2013). *Do bosses give extra credit? Using the*

classroom to model real-world work experiences. *College Teaching, 61*(2), 60-66.

Ritter, B., Small, E., Mortimer, J., & Doll, J. (2018). *Designing management curriculum for workplace readiness: developing students' soft skills*. *Journal of Management Education, 42*(1), 80-103.

3.2   Relationship of the proposed certificate program to other programs now offered by the department:

The School of Professional Studies currently offers one certificate program in Real Estate. The proposed Interdisciplinary Professionalism and Success Certificate will enhance the department's offerings while providing supporting the CEBS student retention and success initiatives.

Course options to complete the proposed certificate already count within CEBS major and minor programs or as electives within chosen major programs. For example, School of Teacher Education students are required to complete EDU 250. This course will count for the Scholastic Commitment Category for the proposed certificate program. This certificate will accept course work related to all CEBS major programs without requiring students to enroll in additional courses which will enable students to graduate in a timely manner.

3.3   Relationship of the proposed certificate program to certificate programs offered in other departments:

GFCB offers an Advanced Professionalism Certificate (#1730, 12 hours) that focuses on "competencies needed for career readiness and professional development for transitioning to the business field." This certificate requires 12 credit hours and enrollment in a zero credit hour course to monitor completion of several co-curricular

activities. Certificate Coordinator, Monica Duvall, was contacted via email regarding the CEBS Interdisciplinary Professionalism and Success Certificate on Oct. 4, 2019. Overlap between the GFCB certificate and the CEBS certificate would include Organizational Leadership (LEAD) courses as this program/department is now a part of the Educational Administration, Leadership, and Research Department in CEBS. Dr. Evelyn Thrasher, Interim Associate Dean GFCB, was also contacted via email on Oct. 14, 2019 to provide input on the proposed certificate program. She indicated she was excited to see another college implementing this type of component and asked if the CEBS certificate was restricted to CEBS students. I confirmed that the proposed certificate will be restricted to CEBS students.

3.4   Projected enrollment in the proposed certificate program: 10-15 students in the first year. Enrollment will grow with the implementation of the CEBS Student Success Academy (Fall 2020) and as students progress through this four-year program.

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

WKU Benchmark Institutions offering a similar program include the following:

Indiana State University – Workplace Professional Skills Certificate

Northern Illinois University – Learning and Leadership in the Workplace

University of North Carolina at Charlotte – Career Success Certificate

East Carolina University – Leadership and Professional Development Program

Eastern Kentucky University offers a nine credit hour Certificate in Corporate Communication that focuses on Leadership, Interculturalism, and Professionalism that is available to all students at EKU.

3.6   Relationship of the proposed certificate program to the university mission and objectives:

The proposed program is consistent with both the WKU Mission and Strategic Plan "Climbing to Greater Heights." The WKU Mission: Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

The Interdisciplinary Professionalism and Success Certificate will actively strive to instill the WKU Mission through coursework, research, global learning, and workforce preparation. CEBS graduates armed with the certificate, in addition to their chosen

disciplines, will be set apart from their counterparts and be recognized as career ready and capable individuals.

The Interdisciplinary Professionalism and Success Certificate directly relates to the section of the WKU Strategic Plan that states, "Every WKU student will participate in shared intellectual experiences in and out of the classroom and will have access to high-impact practices such as internships, study-abroad, service learning, and undergraduate research throughout their college career." This certificate is purposeful in incorporating High Impact Practices and student experiences related to research, global outreach, internships, and capstones throughout the CEBS curriculum.

This certificate also promotes the following: "Increased partnerships with employers to provide co-op education opportunities, job-shadowing, and internship experiences, as well as placement of graduates, will be critical to our ability to produce a fully prepared workforce and to meet the needs of business and industry in our region and beyond." Students committed to completing the Interdisciplinary Professionalism and Success Certificate will exemplify a WKU graduate prepared and ready to enter the workforce.

To prepare students for the global stage, the certificate promotes service to the greater good while emphasizing the importance of global learning through study abroad, student teaching abroad, and diversity.

4.   **Curriculum:**

The course categories listed below are defined as:

Category I: Foundational Knowledge – Transition courses and/or courses featuring foundational program content.

Category II: Research and Writing – Courses featuring discipline specific research methods, scholarly information sense-making, and undergraduate research featuring individual and collaborative projects.

Category III: Global Learning, Diversity, and Service – Courses featuring study abroad, service-learning components, and/or cultural diversity. Local to Global Connections courses are included in this category.

Category IV: Emerging Professional – Course sponsored internships, student teaching, career field experiences, capstones, and ePorfolios where students apply their knowledge in experiential learning in a hands-on environment.

Category I	Foundational Knowledge		Hours
3 hours from one of the following courses*			**3**
CNS 110	Human Relations		
CNS 432	Helping Skills		
EDU 175	University Experience - EDU		
EDU 250	Introduction to Teaching		
LEAD 200	Introduction to Leadership Studies		
LEAD 300	Leadership Theory and Application		
LTCY 199	Reading: Evidence and Argument		
MGE 275	Foundations of Middle Grades Education		
MIL 101	Military Mountaineering and Leadership		
MIL 102	Development Skills		
MIL 201	Basic Leadership		
MIL 202	Team Building and Military Doctrine		
PSY 100	Intro to Psychology		
PSY 175	University Experience - PSY		
SMED 101	Step 1: Inquiry-Based Teaching		
SMED 102	Step 2: Inquiry-Based Lesson Design		
UC 175	University Experience		
Category II	**Research and Writing**		**3**
3 hours from one of the following courses*			
EDU 400	Investigations in Education		
ELED 345*	Teaching Strategies I		
IDST 395	Investigative Methods in Interdisciplinary Studies		
LME 318	Children's Literature		
LTCY 320*	Foundations Elementary Literacy		
PSY/PSYS 210*/211*	Research Methods		
PSY 290	Supervised Study in Psychology		
PSY/PSYS 313*	Statistics in Psychology		
PSY 490*	Research, Readings or Special Projects in Psychology		
SMED 360*	Research Methods		
SPED 330			
WFA 347	Workforce Linkage and Applications		
Category III	**Global Learning, Diversity and Service**		**3**
3 hours from one of the following courses*			
EDU 276	Displaced Persons		
EDU 350	Student Diversity and Differentiation		

EDU 385	Climate, Resources, and Society		
EDU 490	International Student Teaching		
LEAD 450*	Leadership in Global Context		
IDST 350	Study Abroad		
LME 448	Technology Applications in Education		
PSY 355	Cross Cultural Psychology		
SPED 330	Diversity in Learning		
SPS 400	Global Citizenship		
Category IV	**Emerging Professional**		**3**
3 hours from one of the following courses*			
BE 486	Business and Marketing Education Seminar		
EDU 489	Student Teaching Seminar		
ELED 465**	Elementary Education Senior Project		
ELED 490**	Student Teaching		
IECE 421**	Advanced Curriculum Development Infants/Toddlers		
IECE 422**	Advanced Curriculum Development Young Children		
IECE 490*	Student Teaching		
IDST 369 (3 credit hours)	Career Related Field Experience		
IDST 495*	Interdisciplinary Studies Capstone		
LEAD 400	Practicum in Leadership		
LEAD 465	Leadership Coaching		
LTCY 421*	Reading Middle/Secondary Grades		
MGE 490	Student Teaching		
PSY 390	Field Experience in Psychology		
PSY 445	Introduction to Clinical and School Psychology		
PSY 456	Behavioral Neuroscience		
PSY 490 (3 credit hour)*	Research Project in Psychology		
PSY/PSYS 499*	Senior Seminar in Psychology		
SEC 350*	Clinical Practice in Secondary Teaching I		
SEC 450*	Clinical Practice in Secondary Teaching II		
SEC 490 (3 credit hour)	Student Teaching		
SMED 470*	Project Based Instruction		
SMED 489	Student Teaching Seminar		
SPS 399	Independent Study		
Category V	**Culminating Course (Repeatable three times)**		**1-3**
Students must complete this 1 credit hour course prior to graduation			
SPS 495	Workplace Readiness and Professionalism		
Total Hours			**13-15**

*Each of these courses lists prerequisites that are already required in our undergraduate programs.

> **Each of these courses lists prerequisites that could require additional coursework by the student. It is important to note that the prerequisite statement also includes "or permission of instructor."
>
> ***Students may petition the certificate director to use current and future WKU courses to satisfy any Category. A grade of 'C' or better is required in all courses.

5. **Budget implications:**

All participating departments have been informed of the new certificate and new course proposal. Each department/program was contacted and encouraged to provide input related to course placement in each category. Existing faculty within the disciplines and programs are sufficient for the first few years. As the Student Success Academy program grows, additional resources will be needed to monitor student progress and meet the needs of our students enrolled in the undergraduate certificate.

6. **Proposed term for implementation:** Fall 2020

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

School of Professional Studies	10/23/19
College Curriculum Committee	
Contact with Office of Academic Affairs	10/9/19
Professional Education Council (if applicable)	
Undergraduate Curriculum Committee	
University Senate	
Board of Regents	