

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, November 9, 2016
GRH 3073

- I. Consideration of the Minutes from the October 12, 2016 meeting
 (Minutes can be found on the CEBS Main Web Page – click on Faculty & Staff and then Meetings Minutes and Agendas).

Approval of agenda for this November 9, 2016 PEC meeting

- II. New Business

A. Office of Teacher Services – College of Education and Behavioral Sciences

1. Candidates Completing Requirements for Admission to the Professional Education Unit October 13, 2016 to November 9, 2016
2. Spring 2017 Student Teacher Candidate Report

B. Potter College of Arts and Letters

1. Proposal to Create a New Course, ENG 416, Literature/EST Capstone
2. Proposal to Revise a Program, 593, Bachelor of Music, Music Education
3. Proposal to Revise a Program, 461, Major in English for Secondary Teachers

C. Department of Counseling and Student Affairs

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

D. School of Teacher Education

\Consent Items:

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

9. Revise Course Prerequisites/Corequisites, IECE 422, Advanced Curriculum and Instruction for Young Children
10. Revise Course Prerequisites/Corequisites, IECE 423, Interdisciplinary Services for Young Children with Low Incidence Disabilities
11. Revise Course Prerequisites/Corequisites, IECE 489, Practicum Seminar in Interdisciplinary Early Childhood Education
12. Revise Course Prerequisites/Corequisites, IECE 490, Student Teaching Practicum (Infant and Toddler or Kindergarten), Student Teaching Practicum (Preschool)
13. Revise Course Prerequisites/Corequisites, IECE 491, Practicum in Interdisciplinary Early Childhood Education

Action Items:

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

II. Other Business

- A. There will only be a December meeting if there are items to be voted on. That meeting will be held on Wednesday, December 7th instead of the originally scheduled December 14th date. If the only item(s) submitted are teacher candidate reports from Teacher Services, an electronic vote will be administered for them.

Candidates Completing Requirements for Admission to Professional Education Unit

October 13 – November 9, 2016

ELEMENTARY

Mayer, Molly			
Turowski, Kenlyn			
Gilbert, Madison			
Cooper, Kylie			
Moody, Sarah			
Perrone, Angela			
Price, Joshua			
Meek, Megan			
Williams, Chaney			
Lowe, Kathryn			
Wynn, Abigail			
Johnson, Emily			
Sims, Hannah			
Mayo, Mackenzie			
Drew, Michaela			
Wells, Kaitlin			
Scott, Alexandra			
Brown, Austin			
Robinson, Taylor			
Quinlan, Abby			
Meredith, Elizabeth			
Rhoads, Meghan			
Loy, Madison		SPED: LBD/Elem	
Perdue, Mackenzie		SPED: LBD/Elem	
Hall, Brittany		SPED: LBD/Elem	
Woodrow, Kaitlin		SPED: LBD/Elem	
Sanders, Mikayla		SPED: LBD/Elem	

MIDDLE GRADES

Jenkins, Andrea		Math	
Poynter, John		Math	
Hall, Emmaline		Math	
Brownfield, Ashlee		Math	
Sloas, Catherine		Math	
Dennis, Aleigha		Science	

P-12

Cottrell, Ashley		Agriculture	
Price, Joshua		Math	
Smith, Emerald		PE	

SECONDARY

Bemis, Krishna		Math	

IECE

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GRADUATE

Austin, Derek		MAT: SPED	

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

**STUDENT TEACHER CANDIDATES FOR SPRING 2017
QUALIFIED**

*****STUDENT TEACHING APPLICATION ACCEPTED***11/09/2016**

FIRST	LAST	MAJOR
Ann	Games	ART
Katie	Bautista	BIOLOGY
Haley	Adams	ELED
Emily	Gifford	ELED
Megan	Griggs	ELED
Beulah	Mosley	ELED
Drew	Norwood	ELED
Renee	Pollard	ELED
Zoe	Raines	ELED
Vickie	Sallee	ELED
Jessica	Saunders	ELED
Anna	Schnuck	ELED
Taylor	Sevy	ELED
Amber	Smith	ELED
Mackenzie	Terry	ELED
Sara	White	ELED
Catherine	Dennis	ENGLISH
Kaleigh	Thomas	IECE
Rebecca	Thomas	IECE
John	Jackson	MGE/MATH
Landon	Case	MUSIC
Hannah	Melton	MUSIC
Katie	Eaton	SPED: LBD/ELED
Brian	Atnip	SPED: LBD/ELED
Micaela	Atwell	SPED: LBD/ELED
Molly	Marshall	SPED: LBD/ELED
Emily	Erwine	SPED: LBD/MSD
Lauren	Tucker	SPED: LBD/MSD

QUALIFIED MAT CANDIDATES

FIRST	LAST	MAJOR
Leah	Good	MAT: SPED/LBD

**STUDENT TEACHER CANDIDATES FOR SPRING 2017
NOT QUALIFIED**

*****STUDENT TEACHING APPLICATION PENDING***11/09/2016**

(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

FIRST	LAST	MAJOR	D
Ashley	Cottrell	AGED	CA;FH
Jared	Taylor	BIOLOGY	FH
Zachary	Young	BIOLOGY	CA;FH
Hannah	Gossett	CHEMISTRY	FH
Christian	Northcutt	CHEMISTRY	FH
Kandace	Baugh	ELED	FH
Katelyn	Baumgardner	ELED	CP;FH
Rachel	Bell	ELED	FH
Haylee	Best	ELED	FH
Logan	Bilhartz	ELED	FH
Joshua	Blankenship	ELED	FH
Jennifer	Boustani	ELED	FH
Kelsey	Bowen	ELED	FH
Ashley	Broady	ELED	FH
Laura	Buchanan	ELED	FH
Katelin	Carney	ELED	FH
Megan	Carroll	ELED	FH
Morgan	Clark	ELED	FH
Kendra	Cline	ELED	FH
Felicia	Coffey	ELED	X;FH
Taylor	Conrad	ELED	FH
Lindsey	Dick	ELED	FH
Iesha	Eaton	ELED	FH
Alexandra	Eskridge	ELED	FH
Theresa	Ford	ELED	FH
Laura	Gossett	ELED	FH
Chelsea	Hagan	ELED	FH
Natalie	Hagan	ELED	FH
Bethany	Hall	ELED	FH
Cassie	Harbison	ELED	FH
Ashley	Harmon	ELED	FH

Heather	Hatcher	ELED	FH
Ashley	Heady	ELED	FH
Sharon	Hodge	ELED	FH
Joshua	Holder	ELED	FH
Lillian	Hoskinson	ELED	FH
Kaitlyn	Howard	ELED	FH
Lauryn	Johnson	ELED	FH
Sarah	Kingkade	ELED	FH
Emily	Krampe	ELED	FH
Molly	Lamb	ELED	FH
Abigail	Lancaster	ELED	FH
Madison	Lancaster	ELED	X
Makenna	Barnett	ELED	FH
Whitney	Mayes	ELED	FH
Morgan	McAllister	ELED	X
Amanda	McGrail	ELED	FH
Matthew	Murray	ELED	FH
Larrisa	Myers	ELED	FH
Jessica	Newby	ELED	FH
Sarah	Pinchot	ELED	FH
Darby	Pugh	ELED	FH
Krystal	Ray	ELED	FH
Chelsey	Reid	ELED	FH
Michaela	Rosenberger	ELED	FH
Allyson	Sams	ELED	FH
Lisette	Santos	ELED	FH
Ann	Schauman	ELED	FH
Cameron	Schweikert	ELED	FH
Tonya	Thomas	ELED	FH
Dominique	Vanover	ELED	FH
Jamie	Waterman	ELED	FH
Zachary	Watts	ELED	FH
Kaitlyn	Wyatt	ELED	FH
Paige	Young	ELED	FH
Sara	Alexander	ENGLISH	FH
Logan	Gilbert	ENGLISH	FH
Hannah	Moore	ENGLISH	FH
Megan	Sampson	ENGLISH	FH
Tori	Wigginton	ENGLISH	FH
Alivia	Faris	FCS	FH
Whitney	Tallent	FCS	FH

Sydney	Meaux	FRENCH	FH
Kali	Gunson	SOCIAL STUDIES	FH
Jacob	Mantle	SOCIAL STUDIES	FH
Johnathan	Miller	SOCIAL STUDIES	FH
Jacob	Schwandt	SOCIAL STUDIES	FH
Tristen	Michael	IECE	CA;FH
Krishna	Bemis	MATH	CA;X;FH
Joshua	Price	MATH	CA
Laura	Schoeppner	MATH	X
Mary	Cloyd	MGE/LA	FH
Christopher	Appelman	MGE/MATH	CA;X;FH
Ashlee	Brownfield	MGE/MATH	FH
Christine	Burkeen	MGE/MATH	FH
Anne	Feenick	MGE/MATH	CA;FH
Barry	Hayes	MGE/MATH	FH
Maryluz	Hill	MGE/MATH	FH
Amber	Hogan	MGE/MATH	FH
Andrea	Jenkins	MGE/MATH	CA;FH
Haley	Kassingier	MGE/MATH	FH
John	Poynter	MGE/MATH	CA;FH
Sydney	Rice	MGE/MATH	CA;FH
Delilah	Roberts	MGE/MATH	FH
Bonnie	Rone	MGE/MATH	FH
Nichole	Shelton	MGE/MATH	FH
Katrina	Sherwood	MGE/MATH	FH
Catherine	Sloas	MGE/MATH	CA;FH
Brittini	Tichenor	MGE/MATH	FH
David	Comeford	MGE/SCIENCE	FH
Aleigha	Dennis	MGE/SCIENCE	CA
Brittany	Allen	MGE: SS/LA	FH
Cody	Crim	MGE: SS/LA	FH
Elizabeth	Grant	MGE: SS/LA	FH
Sarah	Hagan	MGE: SS/LA	FH
Brittany	Lester	MGE: SS/LA	FH
Derek	Logsdon	MGE: SS/LA	FH
Sarah	Murphy	MGE: SS/LA	FH
Shelby	Newton	MGE: SS/LA	FH
Hayley	Oliver	MGE: SS/LA	FH
Mallory	Proctor	MGE: SS/LA	FH
Cassie	Sharp	MGE: SS/LA	FH
Joshua	Stone	MGE: SS/LA	FH

Brette	Walsh	MGE: SS/LA	FH
Joshua	Wheat	MGE: SS/LA	FH
Alissa	Williams	MGE: SS/LA	FH
Rachel	Witten	MGE: SS/LA	FH
China	Brown	MUSIC	X;FH
William "Clay"	Burgess	MUSIC	CA
Shelly	Burgess	MUSIC	CP;X;FH
Andrew	Cook	MUSIC	FH
Joseph	Cummings	MUSIC	FH
Andrea	Gray	MUSIC	X;FH
Kevin	Leonard	MUSIC	X;FH
Cristina	Sohn	MUSIC	CA;FH
Rebecca	Volk	MUSIC	FH
Joseph	Wathen	MUSIC	CA;FH
Alicia	Yoho	MUSIC	FH
Jared	Abell	PE	FH
Clark	Cable	PE	FH
Michael	Chambliss	PE	FH
Taylor	Counter	PE	FH
Chason	Rippy	PE	FH
Michael	Talley	PE	FH
Lexee	Wilson	PE	FH
Tanya	Escobar	SPANISH	FH
Caitlin	Scott	SPANISH	FH
Hannah	Shirley	SPANISH	FH
Miranda	Devore	SPED: LBD/ELED	X
Robert	Morrison	SPED: LBD/ELED	FH
Summer	Renick	SPED: LBD/ELED	FH
Riley	Robinson	SPED: LBD/ELED	FH
Georgia	Childers	SPED: LBD/MSD	FH
Britney	Fightmaster	SPED: LBD/MSD	FH
Alexandra	Lonneman	SPED: LBD/MSD	FH
Sara	Vandertoll	SPED: LBD/MSD	FH
Donna	Johnson	MAE: LME	FH
Leah	McMahan	MAE: LME	FH
Monica	Bean	MAT: BUS & MKTG	FH
Benjamin	Martin	MAT: MGE/MATH	FH
Cassandra	Pendergraff	MAT: MGE/SOC STUDIES	FH
Robert	Rice	MAT: SOCIAL STUDIES	FH
Mary	Eddington	MAT: SPED/LBD	FH
Emily	Wilk	MAT: SPED/LBD	FH

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CA = Not Admitted into Teacher Education

CP = Critical Performance Score Deficiency or Disposition Score Deficiency Pending

P = Repeating required coursework

SU = Must successfully complete summer coursework

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

FH = Missing field observation hours / November 2015

STUDENT TEACHER CANDIDATES FOR SPRING 2017

*****APPLICATION WITHDRAWN*****

FIRST	LAST	MAJOR	DATE
Ashley	Parrott	IECE	09/28/2016
Rick	Walls	MGE/SCIENCE	10/24/2016
Kevin	Newberry	AGED	11/01/2016
William	Hixson	ELED	11/04/2016

Potter College of Arts & Letters
Department of English
Proposal to Create a New Course
(Action Item)

Contact Person: Ted Hovet ted.hovet@wku.edu 745-5782

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ENG 416
- 1.2 Course title: Literature/EST Capstone
- 1.3 Abbreviated course title: Lit/EST Capstone
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 Variable credit (yes or **no**)
- 1.5 Grade type: Standard Letter Grade
- 1.6 Prerequisites/corequisites: ENG 299 and senior standing
- 1.7 Course description: Capstone experience for senior literature concentration and English for Secondary Teaching majors. Will synthesize experience in discipline, conduct advanced study of literary topic(s), and explore professional opportunities.

2. Rationale:

- 2.1 Reason for developing the proposed course: The department currently offers ENG 492, Senior Seminar, as a one credit hour course, emphasizing a synthesis of previous courses and preparation for professional opportunities. The department feels that literature concentration and English for Secondary Teaching students will benefit from a new course that adds a significant element of advanced literary study and research to the existing course content. This will improve the capstone experience by allowing students to not merely synthesize work already done, but to apply their skills to new literary topics appropriate for senior-level study. It will also make the capstone course for these students commensurate with the capstone courses for other concentrations (Creative Writing and Professional Writing) in the English major. This course better meets the departmental learning outcomes of our new core curriculum, in particular the ability to conduct academic research, to analyze diverse texts through multiple theories, and to demonstrate a strong understanding of the history and development of literature in a global context. It meets the university's mission for students to be "productive, engaged, and socially responsible citizen-leaders" through the content of the course and through dedicated study of how the skills of English majors apply to professional and civic opportunities after graduation.
- 2.2 Projected enrollment in the proposed course: 15 students each semester.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is designed to be a "capstone" experience that asks students to

directly apply and reflect on the broad scope of competencies they have gained as English literature and English for Secondary Teaching majors.

- 2.4 Relationship of the proposed course to courses offered in other departments:
Several other departments offer senior capstone experiences, including History (HIST 498), Sociology (SOCL 499), Film (FILM 486), Popular Culture Studies (POP 498) and Math (MATH 498).
- 2.5 Relationship of the proposed course to courses offered in other institutions: Senior capstone experiences are offered by English departments at several universities, including Eastern Kentucky University (ENG 499); Murray State University (ENG 548); Northern Kentucky University (ENG 450); the University of North Carolina-Greensboro (ENGL 4890); the University of Southern Mississippi (ENG 400); and Ball State University (ENG 444).

3. Discussion of proposed course:

- 3.1 Schedule type: L—Lecture
- 3.2 Learning Outcomes: Students should be able to:
- Demonstrate a strong understanding of the history and development of literature in the English language in a global context
 - Analyze a diverse variety of texts through multiple theories and histories
 - Conduct academic research and document it appropriately
 - Examine and articulate specific career and professional opportunities appropriate for the English major
- 3.3 Content outline:
- The discipline of English: an advanced survey of disciplinary issues in the study of English today
 - Advanced study in a literary topic: the specific topic will be determined by the instructor and will be appropriate for senior-level literature and EST students. The topic will require students to work with literary texts from multiple genres and/or historical periods and/or countries of origin.
- 3.4 Student expectations and requirements:
- Attendance and active participation in course discussions and activities
 - A significant literary research project (15-25 pages) appropriate to the topic of the course
 - Short reflective essays on the discipline of English
 - Research into options for careers and graduate studies opportunities culminating in drafts of job or scholarly applications
- 3.5 Tentative texts and course materials:
- Appleman, Deborah. *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents*. 3rd Ed. Teachers College Press, 2014.
- Boyd, Brian. *On the Origin of Stories: Evolution, Cognition, and Fiction*. Cambridge: Harvard UP, 2010.

- Darton, Robert. *The Case for Books: Past, Present and Future*. New York: Public Affairs, 2009.
- Graff, Gerald. *Professing Literature: An Institutional History*. Chicago: University of Chicago Press, 1987.
- Greenblat, Stephen, and Giles Gunn. *Redrawing the Boundaries: The Transformation of English and American Literary Studies*. New York: Modern Language Association of America, 1992.
- Hayles, N. Katherine. *Electronic Literature: New Horizons for the Literary*. South Bend: U Notre Dame P, 2008.
- Howard, Nicole. *The Book: The Life Story of a Technology*. Baltimore: Johns Hopkins UP, 2009.
- Keane, Nancy J. *The Tech-Savvy Booktalker: A Guide for 21st-Century Educators*. Libraries Unlimited, 2008.
- Wilson, Janet. *Rerouting the Postcolonial: New Directions for the New Millennium*. New York: Routledge, 2010.

4. Resources:

- 4.1 Library resources: Current library resources are adequate for this course
- 4.2 Computer resources: Current computer resources are adequate for this course

5. Budget implications:

- 5.1 Proposed method of staffing: Course will be staffed by existing faculty
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

English Department	September 21, 2016
Potter College Curriculum Committee	<u>12 October 2016</u>
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	NA
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: September 15, 2016

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

Contact Person: Scott Harris, scott.harris@wku.edu, 270-745-5924

1. Identification of program:

- 1.1 Current program reference number: 593
- 1.2 Current program title: Bachelor of Music – Music Education – All Concentrations
- 1.3 Credit hours: 127-132; music content 69-74, professional education 22, Colonnades 36

2. Identification of the proposed program changes: Add LTCY 421 Reading Middle/Secondary Grades *“or other acceptable documentation for meeting the requirement.”*

3. Detailed program description: The Bachelor of Music with a Concentration in Music Education degree offers three tracks, each related to a specific Kentucky Teaching Certification in Music. Music Ed-Instrumental P-12, Music Ed-Vocal P-12, and Music Ed-Integrated P-12. The Music requirements for this degree amount to 69 hours for both the Instrumental and Vocal tracks and 74 hours for the Integrated track. This revision does not affect the Music requirements. Another component of the requirements for the Music Education degree is in Professional Education. Those requirements currently amount to 22 hours and the revision being proposed is the addition of one 3-hour course in Literacy to the Professional Education requirements.

Current Program	Revised Program
Professional Education Requirements:	Professional Education Requirements:
EDU 250 Intro Teacher Ed. K-12 3 hrs	EDU 250 Intro Teacher Ed. K-12 3 hrs
SPED 330 Intro Excep Ed. 3 hrs	SPED 330 Intro Excep Ed. 3 hrs
PSY 310 Ed. Psychology 3 hrs	PSY 310 Ed. Psychology 3 hrs
ELED 490 Music Student Teach 5 hrs	ELED 490 Music Student Teach 5 hrs
SEC/MGE 490 Music Student Teach 5 hrs	SEC/MGE 490 Music Student Teach 5 hrs
EDU 489 Student Teaching Seminar 3 hrs	EDU 489 Student Teaching Seminar 3 hrs
	LTCY 421 Reading Mid/Sec Grades 3 hrs
TOTAL = 22 hrs	TOTAL = 25 hrs

4. Rationale for the proposed program change: This proposal is in response to state legislation mandating Literacy program requirements for students seeking P-12 teaching certification in Kentucky: *16 KAR 5:060: Literacy program requirements for middle school, high school, grades 5-12, and grades P-12 certification programs.* The regulation refers to ALL Middle School, High School, Grades 5-12, and Grades P-12 certification programs. All candidates admitted to the professional education unit (this means being admitted to teacher education/admissions) on or after August 1, 2016 must demonstrate the six International Reading Association's 2010 for Middle and High School Content Classroom Teachers. The regulation states that a three-hour content literacy course aligned to the six standards and *taught by faculty qualified to deliver literacy instruction* must be included in every program.

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

6. Dates of prior committee approvals:

Department of Music	<u>September 23,</u> <u>2016</u>
Potter College Curriculum Committee Professional Education Council (if applicable)	<u>12 October 2016</u>
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 9 September 2016

Potter College of Arts & Letters
Department of English
Proposal to Revise A Program
(Action Item)

Contact Person: David LeNoir, david.lenoir@wku.edu, 270-745-5712

1. Identification of program:

- 1.1 Current program reference number: 561
- 1.2 Current program title: English for Secondary Teachers
- 1.3 Credit hours: 55

2. Identification of the proposed program changes:

- Update 8 course titles (each marked # below)
- Change a course number
- Replace a Core course
- Replace a Core course
- Add an option for Cluster #3
- Replace an option for Cluster #3
- Remove the required Elective
- Update Professional Education courses

3. Detailed program description:

The major in English for secondary teachers is intended for those seeking certification to teach in grades 8-12. It requires a minimum of 55 semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 34 hours of education courses specified by the College of Education and Behavioral Sciences.) A grade of "C" or higher is required in all courses applying to the major.

Requirements for the major are as follows:

Required Core Courses:	31 hrs
ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3
ENG 385 World Literature	3
ENG 391 American Literature I	3

The major in English for secondary teachers is intended for those seeking certification to teach in grades 8-12. It requires a minimum of ~~55~~ **54** semester hours and leads to a Bachelor of Arts degree. No minor or second major is required. (Teacher certification requires an additional 34 hours of education courses specified by the College of Education and Behavioral Sciences.) A grade of "C" or higher is required in all courses applying to the major. Requirements for the major are as follows:

Required Core Courses:	31 31 33 hrs
ENG 299 Introduction to English Studies	3
ENG 104 Introduction to Linguistics	3
ENG 304 English Language	3
ENG 204 English Language	3
ENG 385 Studies in World Literature	3 #
ENG 391 American Literature I	3

ENG 401 Advanced Composition	3	ENG 401 Advanced Composition	3
		ENG 301 Argument and Analysis	3
ENG 410 Comp Theory in Wrtg Instr	3	ENG 410 Comp Theory in Wrtg Instr	3
ENG 476 Crit Appr to Lit Sec Cur	3	ENG 476 Crit Appr to Lit Sec Cur	3
ENG 492 Senior Seminar	1	ENG 492 Senior Seminar	1
		ENG 416 Senior Literature and EST	
		Capstone	3
COMM 145 Fund of Pub Spkg *	3	COMM 145 Fund of Pub Spkg *	3
THEA 151 Theatre Appreciation *	3	THEA 151 Theatre Appreciation *	3

Cluster # 1 Literature Surveys	6 hrs	Cluster # 1 Literature Surveys	6 hrs
ENG 381 English Literature I		ENG 381 British Literature I	#
ENG 382 English Literature II		ENG 382 British Literature II	#
ENG 392 American Literature II		ENG 392 American Literature II	

Cluster # 2 Allied Language Arts	6 hrs	Cluster # 2 Allied Language Arts	6 hrs
COMM 245 Argumentation & Debate		COMM 245 Argumentation & Debate	
COMM 345 Advanced Public Speaking		COMM 345 Advanced Public Speaking	
JOUR 202 Intro to Media Writing		JOUR 202 Intro to Media Writing	
THEA 425 Play Prod in the Schools		THEA 425 Play Prod in the Schools	
THEA 325 Theatre in Education		THEA 325 Theatre in Education	

Cluster # 3 Writing Electives	3 hrs	Cluster # 3 Writing Electives	3 hrs
ENG 301 Argument and Analysis		ENG 212 Intro to Digital Texts and Media	
		ENG 301 Argument and Analysis	
		ENG 401 Advanced Composition	
ENG 303 Fiction Writing		ENG 303 Fiction Writing	
ENG 305 Poetry Writing		ENG 305 Poetry Writing	
ENG 311 Creative Nonfiction Writing		ENG 311 Creative Nonfiction Writing	
ENG 329 Special Topics Creative Writing		ENG 329 Special Topics in Creative Writing	
ENG 358 Drama Writing		ENG 358 Drama Writing	
ENG 402 Editing and Publishing		ENG 402 Editing and Publishing	
ENG 415 Writing and Technology		ENG 415 Writing and Technology	

Cluster # 4 Literature Elective**	3 hrs	Cluster # 4 Literature Elective**	3 hrs
ENG 333 Medieval Literature		ENG 333 Medieval Literature	
ENG 339 Special Topics in Literature		ENG 339 Special Topics in Literature	
ENG 340 Speculative Fiction		ENG 340 Speculative Fiction	
ENG 354 History of Drama to 1640		ENG 354 History of Drama to 1640	
ENG 355 History of Drama since 1640		ENG 355 History of Drama since 1640	
ENG 365 Film Adaptation		ENG 365 Film Adaptation	
ENG 387 Studies in Autobiography		ENG 387 Studies in Autobiography	
ENG 394 Kentucky Literature		ENG 394 Kentucky Literature	
ENG 395 Contemporary Literature		ENG 395 Contemporary U.S. Literature	#
ENG 396 Mythology		ENG 396 Mythology	
ENG 398 Hemingway & Faulkner		ENG 398 Hemingway & Faulkner	
ENG 430 19 th Century American Literature		ENG 430 19 th Century American Literature	

ENG 455 American Drama
 ENG 457 British Literature since 1900
 ENG 459 Modern Drama
 ENG 468 Early Modern English Literature
 ENG 481 Chaucer
 ENG 482 Shakespeare
 ENG 484 British Romanticism
 ENG 486 The 18th Century
 ENG 487 Dante's *Divine Comedy* and Influences
 ENG 488 Victorian Age
 ENG 489 English Novel
 ENG 490 American Novel
 ENG 493 American Poetry
 ENG 495 Southern Literature

Cluster # 5 Literature of Diversity 3 hrs

ENG 360 Gay and Lesbian Lit
 ENG 370 Multicultural Lit in America
 ENG 393 African-American Lit

ENG 497 Women's Literature

Elective 3 hrs
 Choose one additional course from cluster
 1, 2, 3, 4, or 5 or another allied language
 arts course.

Total English program hours: 55

*COMM 145 and THEA 151 also count
 as Colonnade courses.

A former requirement—one course from CS
 145, CIS 141, or LME 448—is now
 recommended for students who perceive a
 weakness in technology skills.

Professional Education 34 hrs
 EDU 250 Intro to Teacher Education 3
 PSY 310 Educational Psychology 3
 SEC 351 Tchg Strategies for Secondary 3
 SEC 352 Planning for Student Diversity 3
 SEC 453 Management of Instruction 3
 SEC 475 Teaching Language Arts 3
 LTCY 421 Content Area Reading 3
 SEC 490 Student Teaching 10

ENG 455 American Drama
 ENG 457 British Literature since 1900
 ENG 459 Modern Drama
 ENG 468 Early Modern English Literature
 ENG 481 Chaucer
 ENG 482 Shakespeare
 ENG 484 British Romanticism
 ENG 486 The 18th Century
 ENG 487 Dante's *Divine Comedy* and Influences
 ENG 488 **Victorian Literature and Culture** #
 ENG 489 **The British Novel** #
 ENG 490 American Novel
 ENG 493 American Poetry
 ENG 495 Southern Literature

Cluster # 5 Literature of Diversity 3 hrs

ENG 360 Gay and Lesbian Literature
 ENG 370 **U.S. Ethnic Literature** #
 ENG 393 **African American Literature** #
 ENG 497 Women's Literature

Elective _____ 3 hrs
 —Choose one additional course from cluster
 1, 2, 3, 4, or 5 or another allied language
 —arts course.

Total English program hours: 55 54

*COMM 145 and THEA 151 also count
 as Colonnade courses.

A former requirement—one course from CS 145, CIS
 141, or LME 448—is now recommended for students
 who perceive a weakness in technology skills.

Professional Education 34 hrs
 EDU 250 Intro to Teacher Education 3
 PSY 310 Educational Psychology 3
SEC 350 Clin Practices in Sec Tchg I 8
~~SEC 351 Tchg Strategies for Secondary 3~~
~~SEC 352 Planning for Student Diversity 3~~
SEC 450 Clin Practices in Sec Tchg II 1
~~SEC 453 Management of Instruction 3~~
 SEC 475 Teaching Language Arts 3
 LTCY 421 Content Area Reading 3
 SEC 490 Student Teaching 10
 EDU 489 Student Teaching Seminar 3

Total Eng w/ Sec Certification: 89 hrs

4. Rationale for the proposed program change: These changes are updates either to better match the English Department's core courses and outcomes or to reflect the new arrangement of Professional Education courses.

- *Update 8 course titles:* The course title changes were made by the English Department to describe more accurately the content of the courses and/or to reflect contemporary convention; the content or purpose of the courses has not changed.
- *Change a course number:* ENG 304 has been changed to ENG 204. No changes have been made to its content or purpose.
- *Replace a Core course:* The English Department has restructured its core requirements for the English major (662). To keep the EST major (561) in line with the core outcomes of the other English major, ENG 301 will be included and ENG 401 removed.
- *Replace a Core course:* ENG 492 Senior Seminar has been expanded to better serve its purposes as a capstone course for the content major. That revision necessitated an increase in hours—but a change later in this document trims hours to compensate. (See “Remove the required Elective,” below.) ENG 492 (a 1-hour course) will remain on the books for students currently enrolled in the program; ENG 416 Senior Capstone (a 3-hour course) will become a new program requirement with the new catalog year.
- *Add an option for Cluster #3:* A new course, ENG 212 Introduction to Digital Texts and Media, is included in the Writing cluster. It is a response to current trends in media technology use.
- *Replace an option for Cluster #3:* The “Replace a Core course” item above describes the substitution of ENG 301 for ENG 401 in the Core. The present change reflects the other side of that move, placing ENG 401 in the place of ENG 301 as an option in Cluster #3.
- *Remove the required Elective:* In order to accommodate the increase in hours associated with the change in the Core from ENG 492 to ENG 416, one course is being removed. The selection of the Elective for removal was based on the fact that, by virtue of its openness, it does not serve a specific outcome point, whereas all of the other courses or clusters do.
- *Update Professional Education courses:* Deleting SEC 351, 352, and 453 and inserting SEC 350 and 450 updates the Professional Education program for this major with course changes made this past spring.

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

6. Dates of prior committee approvals:

Potter College Curriculum Committee

12 October 2016

Professional Education Council (if applicable)

General Education Committee (if applicable)

NA

Undergraduate Curriculum Committee

University Senate

**Revise a Course
(Action)**

Date: October 19, 2016

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

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

1. Identification of course

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

2. Proposed change(s):

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

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

4. Term of implementation: Fall 2017

5. Dates of committee approvals:

Department	October 19, 2016
College Curriculum Committee	_____ November 1, 2016
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.*

22
**Revise a Course
(Action)**

Date: October 19, 2016

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

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

6. Identification of course

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

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

7. Proposed change(s):

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

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

9. Term of implementation: Fall 2017

10. Dates of committee approvals:

Department	October 19, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council (if applicable)	
Graduate Council	
University Senate	

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

**Revise a Course
(Action)**

Date: October 19, 2016

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

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

11. Identification of course

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

12. Proposed change(s):

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

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

14. Term of implementation: Fall 2017

15. Dates of committee approvals:

Department

October 19, 2016

College Curriculum Committee

November 1, 2016

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.*

24
**Revise a Course
(Action)**

Date: October 19, 2016

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

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

16. Identification of course

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

17. Proposed change(s):

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

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

19. Term of implementation: Fall 2017

20. Dates of committee approvals:

Department	October 19, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

**Revise a Program
(Action)**

Date: October 19, 2016 (rev. 10.31.2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 112

1.2 Program title: Counselor Education, Specialist in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: replace one course with another

2.4 other:

3. Detailed program description:

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

<p>Prerequisite Courses</p> <p>EDFN 500 Research Methods 3</p> <p>CNS 550 Introduction to Counseling 3</p> <p>CNS 552 Testing and Assessment in Counseling 3</p> <p>CNS 554 Group Counseling 3</p> <p>CNS 558 Theories of Counseling 3</p> <p>CNS 590 Practicum¹ 3</p> <p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>Program Requirements (30 hours)</p> <p>The student's committee directs the selection of course work, the required specialist project, and a final oral examination.</p> <table border="0" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">Course List</td> </tr> <tr> <td colspan="3">Research Requirement</td> </tr> <tr> <td>EDFN 501</td> <td>Educational Statistics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>or PSYS 512</td> <td>Analysis of Variance</td> <td></td> </tr> <tr> <td colspan="3">Major Emphasis</td> </tr> <tr> <td>Select a minimum of 21 hours counseling courses approved by the student's committee</td> <td></td> <td style="text-align: right;">21</td> </tr> <tr> <td>Specialist Project Research and Writing</td> <td></td> <td></td> </tr> <tr> <td>CNS 699</td> <td>Specialist Project</td> <td style="text-align: right;">6</td> </tr> </table>	Course List			Research Requirement			EDFN 501	Educational Statistics	3	or PSYS 512	Analysis of Variance		Major Emphasis			Select a minimum of 21 hours counseling courses approved by the student's committee		21	Specialist Project Research and Writing			CNS 699	Specialist Project	6	<p>EDFN 500 Research Methods 3</p> <p>CNS 598 Research and Program Evaluation in Counseling 3</p> <p>CNS 550 Introduction to Counseling 3</p> <p>CNS 552 Testing and Assessment in Counseling 3</p> <p>CNS 554 Group Counseling 3</p> <p>CNS 558 Theories of Counseling 3</p> <p>CNS 560 Professional Studies in Clinical, Family and School Counseling 3</p> <p>CNS 590 Practicum[‡] 3</p> <p>[‡]To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>Program Requirements (30 hours beyond the master's degree)</p> <p>The student's committee directs the selection of course work, the required specialist project, and a final oral examination.</p> <table border="0" style="width: 100%;"> <tr> <td colspan="3" style="text-align: center;">Course List</td> </tr> <tr> <td colspan="3">Research Requirement</td> </tr> <tr> <td>EDFN 501</td> <td>Educational Statistics</td> <td style="text-align: right;">3</td> </tr> <tr> <td>or PSYS 512</td> <td>Analysis of Variance</td> <td></td> </tr> <tr> <td>EDLD/EDFN 722</td> <td>Survey Methods for Educational Leaders</td> <td style="text-align: right;">3</td> </tr> <tr> <td colspan="3">Major Emphasis</td> </tr> <tr> <td>Select a minimum of 21 hours counseling courses approved by the student's committee</td> <td></td> <td style="text-align: right;">21</td> </tr> <tr> <td>Specialist Project Research and Writing</td> <td></td> <td></td> </tr> <tr> <td>CNS 699</td> <td>Specialist Project</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Total Hours</td> <td></td> <td style="text-align: right;">30</td> </tr> </table>	Course List			Research Requirement			EDFN 501	Educational Statistics	3	or PSYS 512	Analysis of Variance		EDLD/EDFN 722	Survey Methods for Educational Leaders	3	Major Emphasis			Select a minimum of 21 hours counseling courses approved by the student's committee		21	Specialist Project Research and Writing			CNS 699	Specialist Project	6	Total Hours		30
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4. **Rationale:** CNS 598 Research and Program Evaluation will be required in the proposed 36 hour School Counselling program. The current research course options in the Ed.S. would simply be a repetition of the content. The new proposed course, EDLD/EDFN 722 will provide content and learning objectives that build upon CNS 598; and the Department in which this course is held has approved our department's request to use this course in this proposal.
5. **Proposed term for implementation:** Fall 2017
6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	<u>November 1, 2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 159

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program																														
(Insert existing program language)	(Identify deletions by strike-through and highlight additions.)																														
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4. **Rationale:** The 48 hour School Counseling program is being revised to a 36 hour program. Due to changes within the School Counseling MAE curriculum, changes in this certificate program must follow suit as noted above.

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

6. **Dates of committee approvals:**

Department October 19, 2016

College Curriculum Committee November 1, 2016

Professional Education Council (if applicable) _____

Graduate Council _____

University Senate _____

**Revise a Program
(Action)**

Date: October 19, 2016 (revised 10.28.2016; 10.31.2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

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

1. Identification of program:

1.1 Reference number: 046

1.2 Program title: School Counseling, 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</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</p>

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

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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.

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STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission.

<p>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.</p> <p>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.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>The specific requirements for the MAE program in School Counseling are as follows:</p> <p>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</p> <p>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</p> <p>¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.</p>	<p>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.</p> <p>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.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <p>The specific requirements for the MAE program in School Counseling are as follows:</p> <p>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 560 Professional Studies in Clinical, Family and School Counseling 3</p> <p>CNS 568 Counseling Children and Adolescents 3 or CNS 569 Play Therapy CNS 590 Practicum [±] 3 CNS 595 Testing Internship [±] 6 CNS 598 Research and Program Evaluation in Counseling 3 CNS 658 Seminar in Guidance and Counseling School Counseling Leadership and Consultation 3 CNS 660 Organization and Administration of Guidance Services Principles and Practice of School Counseling 3 Total Hours 48 36</p>
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<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:**

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

November 1, 2016

**Revise a Program
(Action)**

Date: October 19, 2016 (revised 10.26.2016; 10.31.2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 048

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>Program Requirements (60 hours)</p> <p>Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant’s school counseling master’s degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master’s degree.</p> <p>Rank I and Standard Guidance Certification Requirements for Individuals Who Possess Current School Counseling Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level</p> <p>State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:</p> <p align="center">Course List</p> <p>CNS 568 Counseling Children and Adolescents 3</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Requirements (60 hours)</p> <p>Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant’s school counseling master’s degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the school counseling master’s degree.</p> <p>Rank I and Standard Guidance Certification Requirements for Individuals Who Possess Current School Counseling Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level</p> <p>State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:</p> <p align="center">Course List</p> <p>CNS 568 Counseling Children and Adolescents 3</p>

[CNS 660](#) Organization and Administration of Guidance Services 3

Total Hours 6

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

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

Course List

[CNS 556](#) Developmental Career Counseling 3

[CNS 666](#) Legal and Ethical Issues in Counseling 3

Total Hours 6

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

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

Course List

[CNS 666](#) Legal and Ethical Issues in Counseling 3

Select one of the following: 3

[CNS 592](#) Crisis Counseling

[CNS 637](#) Theories of Addictions

[CNS 569](#) Play Therapy

Total Hours 6

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

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's

[CNS 660](#) Organization and Administration of Guidance Services 3

Total Hours 6

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

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

Course List

[CNS 556](#) Developmental Career Counseling 3

[CNS 557](#) Human and Family Development in Counseling 3

[CNS 666](#) Legal and Ethical Issues in Counseling 3

Total Hours 6

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

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

Course List

[CNS 666](#) Legal and Ethical Issues in Counseling 3

One course approved by the advisor 3

Select one of the following: 3

[CNS 592](#) Crisis Counseling

[CNS 637](#) Theories of Addictions

[CNS 569](#) Play Therapy

Total Hours 6

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

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements

master's degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

All individuals must take:

Course List

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

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

Two of the following courses (6 hours) are required to qualify for Rank I Status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's 48 hour master's degree program and to hours completed for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

Course List

Select two of the following:		6
CNS 592	Crisis Counseling	
CNS 637	Theories of Addictions	
CNS 569	Play Therapy	

for Standard Guidance Certification. These hours must be in addition to those completed in the student's master's degree program in school counseling and those completed to qualify for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

Courses must be approved by the advisor.

All individuals must take:

Course List

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

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

Two courses (6 hours) approved by the advisor, Two of the following courses (6 hours) are required to qualify for Rank I Status for individuals who have completed requirements for Standard Guidance Certification. These hours must be in addition to those completed in the student's 48 hour master's degree program and to hours completed for Standard Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60.

Course List

Select two of the following:		6
CNS 592	Crisis Counseling	

<p>CNS 584 Counseling Violent and Dysfunctional Families</p> <p>CNS 586 Parenting Issues</p> <p>CNS 562 Counseling Adolescents</p> <p>CNS 653 Brief Counseling</p> <p>CNS 580 Family Life Studies</p> <p>Select one CNS Elective selected with prior approval of advisor.</p> <p>Total Hours 6</p> <p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>	<p>CNS 637 Theories of Addictions</p> <p>CNS 569 Play Therapy</p> <p>CNS 584 Counseling Violent and Dysfunctional Families</p> <p>CNS 586 Parenting Issues</p> <p>CNS 562 Counseling Adolescents</p> <p>CNS 653 Brief Counseling</p> <p>CNS 580 Family Life Studies</p> <p>Select one CNS Elective selected with prior approval of advisor.</p> <p>Total Hours 6</p> <p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>
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4. **Rationale:** The 48 hour School Counseling program is being revised to a 36 hour program. Due to changes within the School Counseling MAE curriculum, changes in this certificate program must follow suit as noted above.

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

6. **Dates of committee approvals:**

Department	<u>October 19, 2016</u>
College Curriculum Committee	<u>November 1, 2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Revise a Program (Action)

Date: October 19, 2016 (revised 10/26/2016; 11/1/2016)

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 159

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

3. Detailed program description:

Existing Program	Revised Program																
<p>(Insert existing program language)</p> <p>Program Requirements (6 hours) Specific requirements for P-12 and Standard Guidance depend on the applicant's master's degree program and current certification.</p> <p>Standard Guidance Certification Requirements For Individuals Who Possess Current Guidance Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification. To earn P-12 Certification, individuals must complete the following courses:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th colspan="2" style="text-align: center;">Course List</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">CNS 568</td> <td style="width: 65%;">Counseling Children and Adolescents</td> <td style="width: 20%; text-align: right;">3</td> </tr> <tr> <td>CNS 660</td> <td>Organization and Administration of Guidance Services</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Course List		CNS 568	Counseling Children and Adolescents	3	CNS 660	Organization and Administration of Guidance Services	3	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Requirements (6 hours) Specific requirements for P-12 and Standard Guidance depend on the applicant's master's degree program and current certification.</p> <p>Standard Guidance Certification Requirements For Individuals Who Possess Current Guidance Certification at the Elementary (Grades K-8) or Secondary (Grades 5-12) Level State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification. To earn P-12 Certification, individuals must complete the following courses:</p> <table style="width: 100%; border: none;"> <thead> <tr> <th colspan="2" style="text-align: center;">Course List</th> </tr> </thead> <tbody> <tr> <td style="width: 15%;">CNS 568</td> <td style="width: 65%;">Counseling Children and Adolescents</td> <td style="width: 20%; text-align: right;">3</td> </tr> <tr> <td>CNS 660</td> <td>Organization and Administration of Guidance Services</td> <td style="text-align: right;">3</td> </tr> </tbody> </table>	Course List		CNS 568	Counseling Children and Adolescents	3	CNS 660	Organization and Administration of Guidance Services	3
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<p>Total Hours 6</p> <p>Standard Guidance Program Requirements For Individuals Holding the P-12 Guidance Certificate and Who Have Completed a 30 or 36-Hour Program in School Counseling The following courses (6 hours) are required to achieve Standard Guidance Certification:</p> <p style="text-align: center;">Course List</p> <p>CNS 556 Developmental Career Counseling 3 CNS 666 Legal and Ethical Issues in Counseling 3</p> <p>Total Hours 6</p>	<p>Total Hours 6</p> <p>Standard Guidance Program Requirements For Individuals Holding the P-12 Guidance Certificate and Who Have Completed a 30 or 36-Hour Program in School Counseling The following courses (6 hours) are required to achieve Standard Guidance Certification:</p> <p style="text-align: center;">Course List</p> <p>CNS 556 Developmental Career Counseling 3 CNS 557 Human and Family Development in Counseling 3 CNS 666 Legal and Ethical Issues in Counseling 3</p> <p>Total Hours 6</p>
<p>Standard Guidance Program Requirements For Individuals Holding the P-12 Guidance Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards The following courses (6 hours) are required to qualify for Standard Guidance Certification:</p> <p style="text-align: center;">Course List</p> <p>CNS 666 Legal and Ethical Issues in Counseling 3 Select one of the following: 3 CNS 592 Crisis Counseling CNS 637 Theories of Addictions CNS 569 Play Therapy</p> <p>Total Hours 6</p>	<p>Standard Guidance Program Requirements For Individuals Holding the P-12 Guidance Certificate and Who Have Completed a 48-Hour Program in School Counseling Consistent with CACREP School Counseling Standards The following courses (6 hours) are required to qualify for Standard Guidance Certification:</p> <p style="text-align: center;">Course List</p> <p>CNS 666 Legal and Ethical Issues in Counseling 3 One course approved by the advisor 3 Select one of the following: 3 CNS 592 Crisis Counseling CNS 637 Theories of Addictions CNS 569 Play Therapy</p> <p>Total Hours 6</p>

4. **Rationale:** The 48 hour School Counseling program is being revised to a 36 hour program. Due to changes within the School Counseling MAE curriculum, changes in this certificate program must follow suit as noted above.

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

6. **Dates of committee approvals:**

Department October 19, 2016

College Curriculum Committee November 1, 2016

Professional Education Council (if applicable) _____

Graduate Council _____

University Senate _____

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

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

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

5. Effect on completion of major/minor sequence: not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council (if applicable)	_____
General Education Committee (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

- 2.1. *Prerequisites:* IECE 321 Family Supports and Services, IECE 322 Planning Curriculum and Instruction for Diverse Learners, IECE 323 Positive Behavior Supports with Young Children; or instructor permission
- 2.2. *Corequisites:* SPED 422 Collaboration and Inclusion in School and Community Settings, IECE 325 Partnerships with Families, IECE 326 Integrating Mathematics and Science Across the Early Childhood Curriculum, IECE 493; or instructor permission

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

- 1.1. Course prefix (subject area) and number: IECE 321
- 1.2. Course title: Family Supports and Services

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

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

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/ Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

- 1.1. Course prefix (subject area) and number: IECE 323
- 1.2. Course title: Positive Behavioral Supports with Young Children

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding IECE 321 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

- 1.1. Course prefix (subject area) and number: IECE 325
- 1.2. Course title: Partnerships with Families

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

**College of Education and Behavioral Sciences
School of Teacher Education
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(Consent Item)**

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

1. Identification of course:

- 1.1. Course prefix (subject area) and number: IECE 421
- 1.2. Course title: Advanced Curriculum and Instruction for Infants and Toddlers

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

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

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/ Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: October 14, 2016

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

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

1. Identification of course:

- 1.1. Course prefix (subject area) and number: IECE 422
- 1.2. Course title: Advanced Curriculum and Instruction for Young Children

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just FACS 296 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

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Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: Removing current prerequisites and corequisites and adding just SPED 331 as a prerequisite allows for flexibility for the student and advisor when planning for completion of IECE degree.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education	October 14, 2016
College Curriculum Committee	November 1, 2016
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
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Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

4. Rationale for the revision of prerequisites/corequisites/special requirements: This course is taken in the last semester of senior year where students conduct student teaching in non-certified placements. It is required that all coursework within in IECE be completed.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

- 3.1. *Prerequisites:* Admission to student teaching
- 3.2. *Corequisites:* IECE 489

4. Rationale for the revision of prerequisites/corequisites/special requirements: IECE 490 is the student teaching experience for IECE majors who are seeking teacher certification. Admission to student teaching is required.**5. Effect on completion of major/minor sequence:** not applicable**6. Proposed term for implementation:** Fall 2017**7. Dates of prior committee approvals:**

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of course:

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

2. Current prerequisites/corequisites/special requirements:

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

3. Proposed prerequisites/corequisites/special requirements:

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

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

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

Department/Unit: School of Teacher Education

October 14, 2016

College Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

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

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

1. Identification of proposed course:

- 1.1. Course prefix and number: IECE 320
- 1.2. Course title: Introduction to Early Childhood Assessment
- 1.3. Abbreviated course title: Intro to Early Child Assess.
- 1.4. Credit hours: 3 Variable credit: No
- 1.5. Grade type: Standard letter grade
- 1.6. Prerequisite: SPED 331 Corequisites: None
- 1.7. Course description: Develop knowledge and skills of assessment with young children with and without disabilities and their families. Minimum of 30 hours of field experience required.

2. Rationale:

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

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

Intervention – Response to Intervention (KSI-RTI); an additional area discussed in the new course.

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

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

3. Discussion of proposed course:

3.1. Schedule type: L

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

- 3.2.1. Examine the federal and state regulations related to eligibility, Child Find, and screening for children, birth through kindergarten, with developmental delays, disabilities, and who are at-risk for delays.
 - KY IECE Teacher Standards - 4b
 - DEC/CEC Initial Preparation Standards - 4.3
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3a
 - InTASC - 6
- 3.2.2. Demonstrate knowledge of state initiatives related to Child Find and screening (e.g., First Steps, Kentucky System of Intervention, school readiness).
 - KY IECE Teacher Standards - 4b
 - DEC/CEC Initial Preparation Standards - 4.3
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - InTASC - 6
- 3.2.3. Support self-sufficiency of families in assessment by being culturally sensitive and family-centered.
 - KY IECE Teacher Standards - 4c
 - DEC/CEC Initial Preparation Standards - 4.3
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - InTASC - 6
- 3.2.4. Demonstrate knowledge of team roles and models of professionals, paraprofessionals, and family members in planning and conducting Child Find and screening.
 - KY IECE Teacher Standards – 4c, 4d
 - DEC/CEC Initial Preparation Standards – 4.3

- NAEYC Standards for Initial Early Childhood Professional Preparation - 3d
 - InTASC - 6
- 3.2.5. Demonstrate an understanding of psychometric properties of norm-referenced screening instruments for young children.
- KY IECE Teacher Standards - 4a, 4e
 - DEC/CEC Initial Preparation Standards - 4.2
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3c
 - InTASC - 6
- 3.2.6. Develop observation techniques for assessing children B-K.
- KY IECE Teacher Standards - 1c, 4b, 4c
 - DEC/CEC Initial Preparation Standards - 4.1
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3b, 3c
 - InTASC - 6
- 3.2.7. Select, administer, score, and interpret screening measures including the use of computer scoring for initial assessment.
- KY IECE Teacher Standards - 4c, 4f
 - DEC/CEC Initial Preparation standards - 4.2
 - NAEYC Standards for Initial Early Childhood Professional Preparation - 3b
 - InTASC - 6

3.3. **Content outline:**

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

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

3.5. **Tentative texts and course materials:**

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. Retrieved from <http://www.dec-spед/recommendedpractices>

Mindes, G. & Yung, L. (2014). *Assessing young children* (5th ed.). Boston: Pearson/Allyn & Bacon.

4. Resources:

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

5. Budget implications:

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

6. Proposed term for implementation: Fall 2017

7. Dates of prior committee approvals:

School of Teacher Education

October 14, 2016

College of Education Curriculum Committee

November 1, 2016

Professional Education Council

Undergraduate Curriculum Committee

University Senate

Proposal Date: October 14, 2016

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

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

FACS 191 Child Development (3)	FACS 191 Child Development (3)
FACS 192 Working with Young Children and Families (3)	FACS 192 Working with Young Children and Families (3)
FACS 295 Curriculum Development for Infants & Toddlers (3)	FACS 295 Curriculum Development for Infants & Toddlers (3)
FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)	FACS 296 Curriculum Development for Preschool & Kindergarten Children (3)
FACS 294 Assessment of Young Children (3)	IECE 320 Introduction to Assessment of Young Children (3)
CD 481 Speech and Language Development (3)	CD 481 Speech and Language Development (3)
PE 313 Motor Development (3)	IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities (3)
SPED 330 Introduction to Exceptional Child Education (3)	SPED 330 Introduction to Exceptional Child Education (3)
SPED 419 Assistive Technology (3)	SPED 419 Assistive Technology (3)
SPED 422 Collaboration & Inclusion in School & Community Settings (3)	SPED 422 Collaboration & Inclusion in School & Community Settings (3)
SPED 432 Applied Behavior Analysis (3)	SPED 432 Applied Behavior Analysis (3)
LME 318 Children's Literature (3)	SPED 331 Early Childhood Education for Children with Disabilities (3)
IECE 321 Family Supports & Services (3)	IECE 321 Family Supports & Services (3)
IECE 322 Planning Curriculum & Instruction for Diverse Learners (3)	IECE 322 Planning Curriculum & Instruction for Diverse Learners (3)
IECE 323 Positive Behavioral Supports with Young Children (3)	IECE 323 Positive Behavioral Supports with Young Children (3)
IECE 324 Advanced Assessment of Young Children (3)	IECE 324 Advanced Assessment of Young Children (3)
IECE 325 Partnerships with Families (3)	IECE 325 Partnerships with Families (3)
IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3)	IECE 326 Integrating Mathematics & Science Across the Early Childhood Curriculum (3)
IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3)	IECE 421 Advanced Curriculum & Instruction for Infants & Toddlers (3)
IECE 422 Advanced Curriculum Development for Young Children (3)	IECE 422 Advanced Curriculum Development for Young Children (3)
LTCY 310 Early Reading, Language, and Literacy (3)	LTCY 310 Early Reading, Language, and Literacy (3)

<i>Certification Concentration</i>	<i>Certification Concentration</i>
IECE 490 Student Teaching (Preschool) (5)	IECE 490 Student Teaching (Preschool) (5)
IECE 490 Student Teaching (Infant/Toddler) (5)	IECE 490 Student Teaching (Infant/Toddler) (5)
EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)	EDU 489 Practicum Seminar in Interdisciplinary early Childhood Education (3)
<i>Non-Certification Concentration</i>	<i>Non-Certification Concentration</i>
IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)	IECE 491 Practicum in Interdisciplinary Early Childhood Education (5)
IECE 489 Practicum in Interdisciplinary early Childhood Education (1)	IECE 489 Practicum in Interdisciplinary early Childhood Education (1)

4. Rationale for the proposed program change:

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

- Change program sequence to allow student exposure to IECE courses earlier than the junior year; this will allow for IECE faculty to work on retention with students and begin to prepare students for student teaching.
- Add new course IECE 320 Introduction to Assessment
 - This course specifically addresses correlated national and state standards and practices in assessment with young children birth to kindergarten (B-K) with and without disabilities, delays, or risks. This is required preparation for students who will work in the field of early intervention and thus students are required to understand the assessment process beginning with Child Find and also address assessment legislation that relate to KY First Steps, preschool and IDEA Law.
- Add SPED 331 Early Childhood Education for Children with Disabilities
 - This course will complement the IECE program and build upon *FACS 192 - Working with Young Children and Families*. IECE faculty will use this course to emphasize atypical development and early intervention with students and create the foundation needed for future courses.
- Add IECE 423 Interdisciplinary Services for Young Children with Low Incidence Disabilities
 - This course is currently being offered as an elective for IECE students and we would like to require this course within the IECE degree path. Recent conversations with community stakeholders and graduates emphasized a gap

in knowledge and skill of graduates when working with children who may have low incidence disability (e.g., autism spectrum disorder, orthopedic impairments) and their families. Additionally, per conversations and school/early intervention enrollment information, there has been an increase in children being referred for special education services in First Steps (e.g., early intervention) and preschool who may fit within this disability category within the area in which WKU serves.

- Remove FACS 294 Assessment of Young Children, LME 318 Children’s Literature, and PE 313 Motor Development. Removal of these courses allows the IECE program sequence to maintain the required 120 hours for degree completion. Content of these courses will be embedded within IECE coursework. Removal of these courses will not effect the requirements set forth by our standards.

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

6. Dates of prior committee approvals:

Department/Unit: School of Teacher Education	<u>October 14, 2016</u>
College Curriculum Committee	<u>November 1, 2016</u>
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Revise a Program
(Action)**

Date: October 1, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

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1. Identification of program:

1.1 Reference number: 044

1.2 Program title: MAE Literacy Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: Delete two courses (LTCY 518 and EDFN 500) from the program of study and add options to restricted electives list and specialization component

2.4 other:

3. Detailed program description:

Existing Program			Revised Program		
Code	Title	Hours	Code	Title	Hours
Required Professional Education Component (21 hours)			Required Professional Education Component (18 hours)		
LTCY 518	Literacy Learning and Technology	3	LTCY 518	Literacy Learning and Technology	3
LTCY 519	Foundations Reading Instruction	3	LTCY 519	Foundations Reading Instruction	3
LTCY 520	Clinical Diagnosis of Reading Variability	3	LTCY 520	Clinical Diagnosis of Reading Variability	3
LTCY 521	Reading Intervention	3	LTCY 521	Reading Intervention	3
LTCY 524	Content Area Literacy	3	LTCY 524	Content Area Literacy	3
LTCY 527	Literacy Learning and Cultural Differences	3	LTCY 527	Literacy Learning and Cultural Differences	3
LTCY 528	Literacy Research Methods and Evaluation	3	LTCY 528	Literacy Research Methods and Evaluation	3
Specialization Component (3 hours)			Specialization Component (3 hours)		
Select one of the following:			Select one of the following:		
LTCY 523	Diagnostic Reading Procedures for Classroom Teachers		LTCY 523	Diagnostic Reading Procedures for Classroom Teachers	
LTCY 624	Seminar in Literacy Issues and Trends		LTCY 624	Seminar in Literacy Issues and Trends	
LTCY 695	Internship in Literacy Supervision		LTCY 695	Internship in Literacy Supervision	
Select one restricted elective from the following: (3 hours)					

PSY 510	Advanced Educational Psychology		LTCY 515	Socio-Cognitive Theories of Comprehension	
PSY 511	Psychology of Learning		Select one restricted elective from the following: (3 hours)		
PSY 519	Psychological Perspectives on Classroom Behavior		PSY 510	Advanced Educational Psychology	
PSY 540	Behavior Problems of Childhood and Adolescence		PSY 511	Psychology of Learning	
ELED 503	Organization of Elementary School Curriculum		PSY 519	Psychological Perspectives on Classroom Behavior	
MGE 571	Middle Grades Curriculum		PSY 540	Behavior Problems of Childhood and Adolescence	
SPED 516	The Exceptional Child: Perspectives and Issues		ELED 503	Organization of Elementary School Curriculum	
SEC 580	Curriculum		MGE 571	Middle Grades Curriculum	
ENG 597	Special Topics in English		SPED 516	The Exceptional Child: Perspectives and Issues	
LME 518	Advanced Children's Literature		SEC 580	Curriculum	
LME 527	Thematic Approach to Young Adult Literature		ENG 597	Special Topics in English	
SPED 523	Curriculum/Methods in Early Childhood Special Education		LME 518	Advanced Children's Literature	
Research Foundations			LME 527	Thematic Approach to Young Adult Literature	
EDFN 500	Research Methods	3	SPED 523	Curriculum/Methods in Early Childhood Special Education	
Thesis/Non-Thesis Option			IECE 591	Seminar in Interdisciplinary Early Childhood Education	
Select one of the following options:		6	PSY 432G	Psychology of the Gifted and Creative	
Thesis:			GTE 537	Curriculum, Strategies, and Materials for Gifted Students	
LTCY 599	Thesis Research and Writing		ENG 408G	Sociolinguistics and Psycholinguistics	
Non-Thesis Option:			Research Foundations		
LTCY 522	Investigations in Reading		EDFN-500		3
LTCY 624	Seminar in Literacy Issues and Trends		Select one of the following options:		6
Total Hours		36	Thesis:		
			LTCY 599	Thesis Research and Writing	
			Non-Thesis Option:		
			LTCY 522	Investigations in Reading	
			LTCY 624	Seminar in Literacy Issues and Trends	
			Total Hours		30

4. Rationale:

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

This program already includes a research course, LTCY 528, Literacy Research Methods and Evaluation. The deletion of EDFN 500 is in response to student feedback that the course did not benefit their understanding of the content and that the LTCY 528 course is better suited and more rigorous toward the needs of Literacy MAE candidates.

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

5. Proposed term for implementation: Fall 2017**6. Dates of committee approvals:**

Department	<u>10-14-16</u>
College Curriculum Committee	<u>11-1-16</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____