

AGENDA
PROFESSIONAL EDUCATION COUNCIL
3:30 - Wednesday, February 8, 2017
GRH 3073

- I. Consideration of the Minutes from the December 7, 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 February 8, 2017 PEC meeting

- II. New Business

A. College of Education and Behavioral Sciences

Office of Teacher Services -

1. Candidates Completing Requirements for Admission to the Professional Education Unit December 7, 2016 to February 8, 2017

Department of Counseling and Student Affairs -

1. Create a New Course, CNS 548 – Principles and Practices of School Counseling
2. Create a New Course, CNS 549 – School Counseling and Consultation
3. Revise a Course, CNS 559 – Techniques in Counseling
4. Revise a Course, CNS 567 – Mental Health Diagnosis and Treatment in Counseling
5. Suspend a Course, CNS 580, Family Life Studies
6. Revise a Course, CNS 583 – Couples Counseling
7. Create a New Course, CNS 477/677 – Eating Disorders in Counseling
8. Revise a Course, CNS 647 – Addictions: Assessment, Diagnosis and Treatment Planning
9. Revise a Course, CNS 667 – Counseling Substance Abusers & Their Families
10. Reactivate a Program, 218 – Certificate in Addictions Counseling and Education
11. Revise a Program – 218, Certificate in Addictions Counseling and Education
12. Revise a Program, 046 – School Counseling, Master of Arts in Education
13. Suspend a Program, 159 – Individual Intellectual Assessment, Endorsement

School of Teacher Education -

1. Revise a Program, 5001 – Major in Middle Level Education Social Studies and Language Arts
2. Delete Program – 118, Elementary Education Specialist, Ed.S.
3. Delete Program – 119, Secondary Education, Ed.S.

B. College of Health and Human Services

1. Revise a Program – 563, Family and Consumer Sciences

C. Ogden College of Science & Engineering

1. Revise a Course – CHEM 320, Principles of Inorganic Chemistry
2. Revise a Course – CHEM 330, Quantitative Analysis
3. Revise a Program – 335, Minor in Chemistry
4. Revise a Program – 623, Major in Chemistry

- II. Other Business

Candidates Completing Requirements for Admission to Professional Education Unit

December 7, 2016 – February 8, 2017

ELEMENTARY

Christensen, Alexis		SPED: LBD/ELED	
Filiatreau, David		SPED: LBD/ELED	
Hughes, Peyton		SPED: LBD/ELED	
Schultz, Mackenzie		SPED: LBD/ELED	
Chiles, Corrine		SPED: LBD/ELED	
Jones, Kaylyne		ELED	
Werner, Haley		ELED	
Stephens, Katharine		ELED	
Russell, Tiffany		ELED	
Adams, Taylor		ELED	
Howe, Taylor		ELED	
Thomas, Johann		ELED	
Gani, Emily		ELED	
Gray, Chelsea		ELED	
Shipp, Rachel		SPED/ELED	
Lyon, Kalli		ELED	
Gregory, Valerie		ELED	
Coomes, Audrey		ELED	
Longacre, Caleb		SPED/ELED	
Graves, Kayla		SPED/ELED	
McCoy, Katelyn		ELED	

MIDDLE GRADES

5-12

Bryan, Autumn		Math	
Enix, Meichelle		Math	

Elmore, Haley		Math	
Dunn, Donald		Math	

P-12

Derby, Brenna		Music – Integrated	
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SECONDARY

Hayes, Micah		Social Studies	
Spears, Justin		Social Studies	
Nelson, Caleb		Social Studies	
Shartzler, Leah		Math	

IECE

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GRADUATE

Liu, Jin		MAT: Chinese	
Liu, Jia		MAT: Chinese	
Luo, Shu		MAT: Chinese	
Shuang, Xu		MAT: Chinese	
Luo, Xuan		MAT: Chinese	
Zhan, Ge		MAT: Chinese	
Abell, Amelia		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.

Create a New Course (Action)

Date: 11/29/2016

College: College of Behavioral Sciences and Education

Department: Counseling and Student Affairs

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

1. Proposed course:

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

2. Rationale:

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

3. Discussion of proposed course:

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

4. Understand and articulate the role of Professional School Counselors in creating educationally just school and managing healthy learning communities that promote success for every student.
5. Identify, deconstruct, and analyze current issues facing Professional School Counselors in Warren County and surrounding areas, the State of Kentucky, and the USA.

3.3 Content outline: This course will introduce school counseling programs at the elementary, middle, and high school levels. Philosophy, principles, and practices of effective elementary, middle, and high school counseling, as well as the developmental needs of students 5-18 years of age. The following subject areas will be covered:

FOUNDATIONS in

- models of school counseling programs
- models of school-based collaboration and consultation
- assessments specific to P-12 education

PRACTICE in

- development of school counseling program mission statements and objectives
- design and evaluation of school counseling programs
- core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- interventions to promote academic development
- approaches to increase promotion and graduation rates
- techniques to foster collaboration and teamwork within schools
- strategies for implementing and coordinating peer intervention programs
- use of accountability data to inform decision making
- use of data to advocate for programs and students

3.4 Student expectations and requirements:

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

4. Budget implications:

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

5. Term for implementation: Summer 2017

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	12/06/2016
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Create a New Course (Action)

Date: 11/29/2016

College: College of Behavioral Sciences and Education

Department: Counseling and Student Affairs

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 549
- 1.2 Course title: School Counseling and Consultation
- 1.3 Abbreviated course title: Counseling and Consultation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: This course is designed to prepare students to lead programs and employ consultation strategies in the development and implementation of data driven school counseling programs. Students will learn leadership and school-based consultation principles, theories, skills, and models necessary to enhance the learning environment. Emphasis is placed on the role of the school counselor as a systemic change agent.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace outdated courses currently being required within the School Counseling program and associate certificate programs. Its content accurately reflects current trends in School Counseling, as well as accreditation standards.
- 2.2 Relationship of the proposed course to other courses at WKU: Psych 645 Consultation in Mental Health and Educational Settings is offered in the psychology department, however it focuses more on interventions than on preventative measures.

3. Discussion of proposed course:

- 3.1 Schedule type: Applied Learning
- 3.2 Learning Outcomes: Upon completing this course, students will:
 - Understand school-based consultation principles, theories, and models
 - Develop skills in leadership, advocacy, consultation, and systems change agents in P-12 schools

- Understand school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- Will develop skills in school counselor roles such as school leadership and in multidisciplinary teams
- Will develop competencies to advocate for school counseling roles
- Will understand the qualities and styles of effective leadership in schools
- Will understand how to create and connect with community resources and referral sources
- Will become knowledgeable of legislation and government policies relevant to school counseling
- Will develop strategies to promote equality in student achievement and college access

3.3 Content outline:

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

3.4 Student expectations and requirements:

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

4. Budget implications:

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

5. Term for implementation: Immediate

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	12/06/2016
Professional Education Council (if applicable)	

Graduate Council

University Senate

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

10
**Revise a Course
(Action)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

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

2. Proposed change(s):

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

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

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department

11/29/2016

College Curriculum Committee

12/6/2016

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.*

11
**Revise a Course
(Action)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

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

2. Proposed change(s):

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

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

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	<u>12/6/2016</u>
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.*

12
**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course or program:

1.1 Current course prefix (subject area) and number: CNS 580

1.2 Course title: Family Life Studies

2. Action (check one): suspend delete reactivate

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

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

5. Term of implementation: Immediately

6. Dates of committee approvals:

Department	<u>11/28/2016</u>
College Curriculum Committee	<u>12/06/2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

13
**Revise a Course
(Action)**

Date: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

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

2. Proposed change(s):

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

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

4. Term of implementation: Immediately

5. Dates of committee approvals:

Department	<u>11/28/2016</u>
College Curriculum Committee	<u>12/06/2016</u>
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.*

**Create a New Course
(Action)**

Date: 11/28/2016

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

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

1. Proposed course:

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

2. Rationale:

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

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

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

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

3. Discussion of proposed course:

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

3.3 Content outline:

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

3.4 Student expectations and requirements:

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

Tentative texts and course materials:

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

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

4. Budget implications:

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

5. Term for implementation: Summer 2017

6. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	<u>12/6/2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

17
**Revise a Course
(Action)**

Date: 11/28/2016
College: College and Behavioral Sciences
Department: Department of Counseling and Student Affairs
Contact Person: andrea.jenkins@wku.edu, 5-4786

1. Identification of course

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

2. Proposed change(s):

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

3. Rationale for revision of course:

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

4. Term of implementation: As soon as approved.

5. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	12/06/2016
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: 11/28/2016

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 667
- 1.2 Course title: Counseling Substance Abusers & Their Families
Previous Description: Counseling issues related to substance abuse diagnosis, treatment and aftercare program.

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title: Counseling Substance and Process Addictions
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites: CNS 637 Theories of Addiction
- 2.7 course description: The course involves effective individual, family and group counseling techniques, interventions and resources for treating substance and process addictions.
- 2.8 other:

3. Rationale for revision of course:

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

4. Term of implementation: As soon as approved.

5. Dates of committee approvals:

Department	11/29/2016
College Curriculum Committee	12/06/2016
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.*

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

Date: 11/28/2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of course or program:

1.1 Program reference number: 218

1.2 Program title: Certificate in Addictions Counseling and Education

2. Action: suspend delete reactivate

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

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

5. Term of implementation: As soon as possible

6. Dates of committee approvals:

Department	<u>11/29/2016</u>
College Curriculum Committee	<u>12/06/2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: 01/18/2017

College: College and Behavioral Sciences

Department: Department of Counseling and Student Affairs

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

1. Identification of program:

1.1 Reference number: 218

1.2 Program title: Certificate in Addictions Counseling and Education

2. Proposed change(s):

2.1 title: Certificate in Addictions Education

2.2 admission criteria: open to bachelor-level graduates versus only clinical license-eligible students

2.3 curriculum: Added Capstone project which would replace the Internship course for non-license eligible students

2.4 other:

3. Detailed program description:

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

<p>Admission Requirements</p> <p>This interdisciplinary certificate program is open to students admitted to any of the following graduate programs: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; Psychology (Clinical option); Nursing; Public Health; School Psychology; or Social Work. A second category of eligible students includes individuals who are licensed or license-eligible in any of the above areas. The Department of Counseling and Student Affairs provides program administration and primary advisement. Prospective students must submit an application to the Department of Counseling and Student Affairs, Program Coordinator of the certificate in Addictions Counseling and Education.</p> <p>Certificate Requirements-15 hours <i>Required courses-9 hours.</i> CNS/PSYS/SSWRK 637 Theories of Addictions CNS/PSY/SWRK 647 Addictions: Assessment, Diagnosis, & Treatment Planning¹ CNS/PSY/SWRK 667 Counseling Substance & Process Addictions¹</p> <p>¹ CNS 637 must be completed before or taken as a corequisite with CNS 647 and CNS 667</p> <p><i>Internship-3 hours</i> After completion of required courses the student must complete an internship with at least 300 hours of supervised experience related to addictions in the area of prevention, health education, intervention or treatment. The student's major program advisor and the certificate program coordinator must approve the internship site as well as the most appropriate internship course. Required prerequisites may be waived at the discretion of the certificate program coordinator.</p>	<p>treatment, and recovery support of individuals abusing or addicted to drugs.</p> <p>Admission Requirements</p> <p>This interdisciplinary certificate program is open to students who have completed a bachelor's degree. admitted to any of the following graduate programs: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; Psychology (Clinical option); Nursing; Public Health; School Psychology; or Social Work. A second category of eligible students includes individuals who are licensed or license-eligible in any of the above areas. The Department of Counseling and Student Affairs provides program administration and primary advisement. Prospective students must submit an application to the Department of Counseling and Student Affairs, Program Coordinator of the certificate in Addictions Counseling and Education.</p> <p>Certificate Requirements-15 hours <i>Required courses-9 hours</i> CNS/PSYS/SWRK 637 Theories of Addictions CNS/PSY/SWRK 647 Addictions: Assessment, Diagnosis, & Treatment Planning¹ CNS/PSY/SWRK 667 Counseling Substance & Process Addictions¹</p> <p>¹ CNS 637 must be completed before or taken as a corequisite with CNS 647 and CNS 667</p> <p><i>Internship or Capstone Project-3 hours</i> <u>Internship.</u> After completion of required courses students who are licensed or license-eligible (e.g., enrolled in any of the following graduate programs: Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; Psychology, clinical option; Nursing; Public Health; School Psychology; Social Work) the student must complete an internship with at least 300 hours of supervised experience related to addictions in the area of prevention, health education, intervention or treatment.</p>
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<p><i>Approved elective-3 hours</i> Students may choose a 3 credit hours graduate course from selected courses approved by the certificate program coordinator.</p>	<p>The student's major program advisor and the certificate program coordinator must approve the internship site as well as the most appropriate internship course. Required prerequisites may be waived at the discretion of the certificate program coordinator.</p> <p>Capstone Project. After completion of required courses students who are not eligible for internship must complete a Capstone Project in which they apply the knowledge base within their field of practice. Required prerequisites may be waived at the discretion of the certificate program coordinator. The program is developed and approved in conjunction with the certificate program coordinator.</p> <p><i>Approved elective-3 hours</i> Students may choose a 3 credit hour graduate course from selected courses approved by the certificate program coordinator.</p>
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4. Rationale: Students who were enrolled in licensure and credentialing preparation graduate degree programs were previously only eligible for this certificate program. However, there are many bachelor-level professionals who work with employees and/or clients whom experience addictions. For example, many human resources employees need to assess and make decisions about referrals for employees who are addicted and/or abusing substances. Further, in the state of Kentucky, there is a Certification as an Alcohol and Drug Counselor (CADC) that only requires a bachelor’s degree, with some additional training. It does not require a master’s degree. Our certificate program, particularly with the Capstone project will meet the training needs of students who will not be graduate level licensed or license eligible mental health professionals, but still are working with employees and/or clients whom face and experience addiction. The name of the certificate is revised to reflect this change.

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

6. Dates of committee approvals:

Department	<u>01/18/2017</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: 11/29/2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

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

1. Identification of program:

1.1 Reference number: 046

1.2 Program title: School Counseling, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: decrease from 48 hours to 36 hours

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>Program Admission</p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>Program Admission</p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p>

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts
2. Statement of Interest
3. KSP background check and signed statement
4. Resume

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

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

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts
2. Statement of Interest
3. ~~KSP background check and signed statement~~ A background check
4. Resume

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

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make offers for admission for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.

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

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

CNS 550 Introduction to Counseling 3
 CNS 551 Classroom Guidance 3
 CNS 598 Research and Program Evaluation in Counseling 3

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

CNS 660 Organization and Administration of Guidance Services 3

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

¹ To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

make offers for admission for the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.

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

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

~~CNS 550 Introduction to Counseling 3~~
~~CNS 551 Classroom Guidance 3~~
~~CNS 598 Research and Program Evaluation in Counseling 3~~
 CNS 548 Principles and Practices of School Counseling 3
 CNS 549 School Counseling and Consultation 3

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

CNS 560 Professional Studies in Clinical, Family and School Counseling 3

~~CNS 660 Organization and Administration of Guidance Services 3~~

CNS 568 Counseling Children and Adolescents 3
 or ~~CNS 569 Play Therapy~~
 CNS 658 Seminar in Guidance and Counseling 3
 CNS 590 Practicum [±] 3
~~CNS 595 Testing Internship [±] 6~~
 CNS 598 Research and Program Evaluation in Counseling 3
 Total Hours 48 36

[±]To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

² Internship must be taken over a period of two semesters.

² Internship must be taken over a period of two semesters.

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.

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.

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

5. Proposed term for implementation: Fall 2017

6. Dates of committee approvals:

Department	<u>11/29/2016</u>
College Curriculum Committee	<u>12/06/2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

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

Date: 11/28/2016

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

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

1. Identification of course or program:

1.1 Program reference number: 159, IIA

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

2. Action: suspend delete reactivate

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

4. Effect on programs or other departments: None

5. Term of implementation: Immediate

6. Dates of committee approvals:

Department	<u>11/29/2016</u>
College Curriculum Committee	<u>12/06/2016</u>
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Proposal Date: November 13, 2016

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

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

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

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

European history course.

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

Total Hours for this concentration: 91-94

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

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

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

Total Hours for this concentration: 73-76

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

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

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

Total Hours for this concentration: 70

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

In order to meet the prerequisites for admission to student teaching, students must complete all professional education and content courses with grades of "C" or higher; attain at least a 2.75 GPA overall, in professional education courses, and in each content area; and achieve specified ratings on dispositional and critical performance assessments. For details on the prerequisites for student teaching, see http://www.wku.edu/teacherservices/student_teaching/index.php.

Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School

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

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

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

European history course.

Language Arts/Communication (dual area certification) 24 hours: ENG 100, 300, 302, ~~391~~ or ~~392~~, COMM 145 or 161, LME

407. In addition, six hours of electives should be chosen from ENG 301, 401, 410.

Total Hours for this concentration: 91-94

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

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

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

Total Hours for this concentration: 73-76

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

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

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

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<p>of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (http://www.wku.edu/ste) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.</p>	<p>Students in the Middle Level Education in Social Studies and Language Arts program receive advising in the School of Teacher Education, GRH 1092,(270) 745-5414. Refer to the School of Teacher Education website (http://www.wku.edu/ste) for additional information. Students with a major in Middle Level Education in Social Studies and Language Arts receive a 12-hour waiver in the upper-division hour requirement in the major field. Individuals who have or are eligible for certification in middle school math or science and who wish to seek either middle level social studies or middle level language arts/communication certification are required to complete the content coursework indicated for dual area certification with the corresponding methods course and LTCY 421.</p>
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Current Program				Proposed Program			
A biological science course and a physical science course, generally taken as part of general education coursework;			6	A biological science course and a physical science course, generally taken as part of general education coursework;			6
Prefix	#	Course Title	Hrs.	Prefix	#	Course Title	Hrs.
MGE	275	Foundations of Middle Grades Instruction	3	MGE	275	Foundations of Middle Grades Instruction	3
PSY	310	Educational Psychology	3	PSY	310	Educational Psychology	3
SPED	330	Introduction to Exceptional Education: Diversity in Learning	3	SPED	330	Introduction to Exceptional Education: Diversity in Learning	3
PSY	421	Psychology of Early Adolescence	3	PSY	421	Psychology of Early Adolescence	3
	or				or		
	422	Adolescent Psychology			422	Adolescent Psychology	3
LTCY	421	Reading in the Middle/Secondary Grades	3	LTCY	421	Reading in the Middle/Secondary Grades	3
MGE	385	Middle Grades Teaching Strategies	3	MGE	385	Middle Grades Teaching Strategies	3
MGE	475	Teaching Middle Grades Language Arts	3	MGE	475	Teaching Middle Grades Language Arts	3
	and/ or	Teaching Middle Grades Social Studies	3		and/ or	Teaching Middle Grades Social Studies	3
	481				481		
EDU	489	Student Teaching Seminar	3	EDU	489	Student Teaching Seminar	3

MGE	490	Student Teaching	10		MGE	490	Student Teaching	10	
Plus a 3-hour computer literacy course selected from CIS 141 or LME 448				3	Plus a 3-hour computer literacy course selected from CIS 141 or LME 448				3
Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:					Concentration 1: Dual area teacher certification in middle level social studies and language arts/ communication: Students who choose this concentration must complete both the following methods courses as part of the professional course work listed above: MGE 475 Teaching Language Arts (3 hours) and MGE 481 Teaching Social Studies (3 hours). In addition, they must complete the following content requirements:				
<i>Social Studies (dual area certification)</i> 27-30 hours:					<i>Social Studies (dual area certification)</i> 27-30 hours:				
HIST	101	World History I		3	HIST	101	World History I		3
	or					or			
HIST	102	World History II			HIST	102	World History II		
HIST	240	The United States to 1865		3	HIST	240	The United States to 1865		3
HIST	241	The United States since 1865		3	HIST	241	The United States since 1865		3
GEOG	110	World Regional Geography		3	GEOG	110	World Regional Geography		3
GEOG	360	Geography of North America		3	GEOG	360	Geography of North America		3
ECON	150	Introduction to Economics			ECON	150	Introduction to Economics		
	or					or			
	202	Principles of Economics (MICRO)		3		202	Principles of Economics (MICRO)		3
	and					and			
	203	Principles of Economics (MACRO)				203	Principles of Economics (MACRO)		
PS	110	American National Government		3	PS	110	American National Government		3
SOCL	100	Introductory Sociology			SOCL	100	Introductory Sociology		
	or			3		or			3

ANTH	120	Introduction to Cultural Anthropology			ANTH	120	Introduction to Cultural Anthropology	
and a 3-hour elective selected from an upper-division, non U.S., non-European history course.			3		and a 3-hour elective selected from an upper-division, non U.S., non-European history course.			3
<i>Language Arts/Communication (dual area) certification 24 hours:</i>					<i>Language Arts/Communication (dual area) certification 24 hours:</i>			
ENG	100	Introduction To College Writing	3		ENG	100	Introduction To College Writing	3
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3
ENG	390	Masterpieces Of American Literature	3		ENG	391	Survey Of American Literature I	3
					ENG	392	Survey Of American Literature II	
COMM	145	Fundamentals Of Public Speaking And Communication	3		COMM	145	Fundamentals Of Public Speaking And Communication	3
or					or			
COMM	161	Business and Professional Speaking	3		COMM	161	Business and Professional Speaking	3
LME	407	Literature For Young Adults	3		LME	407	Literature For Young Adults	3
Any two of the following:					Any two of the following:			
ENG	301		6		ENG	301		6
ENG	401				ENG	401		
ENG	410				ENG	410		
Total Hours For This Dual Area Concentration:			91-94		Total Hours For This Dual Area Concentration:			91-94
Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 2: Single area teacher certification in middle level social studies: Students who choose this concentration must complete MGE 481 Teaching Social Studies (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:			

HIST	101	World History I			HIST	101	World History I	
or			3		or			3
HIST	102	World History II			HIST	102	World History II	
HIST	240	The United States to 1865	3		HIST	240	The United States to 1865	3
GEOG	241	The United States since 1865	3		GEOG	241	The United States since 1865	3
GEOG	110	World Regional Geography	3		GEOG	110	World Regional Geography	3
ECON	360	Geography of North America	3		ECON	360	Geography of North America	3
ECON	150	Introduction to Economics	3		ECON	150	Introduction to Economics	3
or					or			
ECON	202	Principles of Economics (MICRO)			ECON	202	Principles of Economics (MICRO)	
and			6		and			6
	203	Principles of Economics (MACRO)				203	Principles of Economics (MACRO)	
PS	110	American National Government	3		PS	110	American National Government	3
SOCL	100	Introductory Sociology			SOCL	100	Introductory Sociology	
or			3		or			3
ANTH	120	Introduction to Cultural Anthropology			ANTH	120	Introduction to Cultural Anthropology	
and					and			
12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).					12-hours of electives (4 courses) selected from the following list (at least one of these courses non U.S., non-European history course).			
HIST	305				HIST	305		
HIST	306				HIST	306		
HIST	307				HIST	307		
HIST	317				HIST	317		
HIST	353				HIST	353		
HIST	358		12		HIST	358		12
HIST	453				HIST	453		
HIST	456				HIST	456		
GEOG	330				GEOG	330		
GEOG	350				GEOG	350		

GEOG	451				GEOG	451			
GEOG	480				GEOG	480			
Total Hours For This Single Area Concentration (Social Studies)			73-76		Total Hours For This Single Area Concentration (Social Studies)			73-76	
Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:					Concentration 3: Single area teacher certification in middle level language arts/communication: Students who choose this concentration must complete MGE 475 Teaching Language Arts (3 hours) as part of the professional course work listed above. In addition, they must complete the following content requirements:				
ENG	100	Introduction to College Writing	3		ENG	100	Introduction to College Writing	3	
ENG	300	Writing In The Disciplines	3		ENG	300	Writing In The Disciplines	3	
ENG	301	Argument And Analysis in Writing Discourse	3		ENG	301	Argument And Analysis in Writing Discourse	3	
ENG	302	Language And Communication	3		ENG	302	Language And Communication	3	
ENG	304	English Language	3		ENG	304	English Language	3	
ENG	390	Masterpieces Of American Literature	3		ENG	391	Survey Of American Literature I	3	
					ENG	392	Survey Of American Literature II	3	
ENG	401	Advanced Composition	3		ENG	401	Advanced Composition	3	
ENG	410	Composition Theory And Practice In Writing Instruction	3		ENG	410	Composition Theory And Practice In Writing Instruction	3	
ENG		Any ENG upper-division course	3		ENG		Any ENG upper-division course	3	
COMM	145	Fundamentals of Public Speaking And Communication	3		COMM	145	Fundamentals of Public Speaking And Communication	3	
Or					Or				
COMM	161	Business and Professional Speaking				COMM	161		Business and Professional Speaking
LME	407	Literature for Young Adults	3		LME	407	Literature for Young Adults	3	

<i>Total Hours For This Single Area Concentration (Language Arts/Communication)</i>	<i>70</i>		<i>Total Hours For This Single Area Concentration (Language Arts/Communication)</i>	<i>70</i>
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4. Rationale for the proposed program changes:

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

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

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

Fall 2017

6. Dates of prior committee approvals:

School of Teacher Education 11/11/2016

College Curriculum Committee 12/06/16

Professional Education Council (if applicable) _____

Undergraduate Curriculum Committee Graduate _____

University Senate _____

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

Date: 1/3/17

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Lisa Murley lisa.murley@wku.edu 270-745-8822

1. Identification of course or program:

1.1 Program reference number: 118

1.2 Program title: Elementary Education Specialist, Ed.S.

2. Action: suspend delete reactivate

3. Rationale: Due to consistently low enrollment in the program, the provost has recommended the closure of Education Specialist Degree for Secondary Education.

4. Effect on programs or other departments: There are no anticipated effects on other programs or departments.

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department

1-13-2017

College Curriculum Committee

Professional Education Council (if applicable)

Graduate Council

University Senate

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

Date: 1/3/17

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Rebecca Stobaugh, Rebecca.stobaugh@wku.edu; 270-799-5690

1. Identification of course or program:

1.1 Program reference number: 119

1.2 Program title: Secondary Education, EDS

2. Action: suspend delete reactivate

3. Rationale: Due to consistently low enrollment in the program, the provost has recommended the closure of Education Specialist Degree for Secondary Education.

4. Effect on programs or other departments: There are no anticipated effects on other programs or departments.

5. Term of implementation: Summer 2017

6. Dates of committee approvals:

Department	<u>1/13/17</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**College of Health and Human Services
Department of Family and Consumer Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: Kathy Croxall, kathy.croxall@wku.edu 270-745-3997 or Adam West, adam.west@wku.edu 270-745-5138

1. Identification of program:

- 1.1 Current program reference number: 563
- 1.2 Current program title: Family and Consumer Sciences
- 1.3 Credit hours: FACS Education concentration: 82; Family Studies concentration: 51; Child Studies concentration: 51

2. Identification of the proposed program changes: Changes are proposed for all three concentrations in family and consumer sciences as outlined below.

FACS Education:

- Remove FACS 180, Foundations in FCS
- Remove FACS 492, Growth and Guidance of Children
- Remove SEC 352, Planning for Student Diversity
- Remove SEC 351 Teaching Strategies in the Secondary School
- Remove CIS 141 Basic Computer Literacy
- Add FACS 282, Introduction to Family and Consumer Sciences Education
- Add FACS 422, Adolescent Psychology
- Add FACS 312, Professional Ethics for Family Life
- Add two elective courses selected from an identified list of electives, with advisor approval.

Family Studies:

- Remove FACS 492 (Growth and Guidance of Children)
- Remove SOCL 300 (Using Statistics in Sociology)
- Remove PSYS 430 OR SOCL 355 OR SOCL 366
- Add FACS 422 (Adolescent Psychology)
- Add FACS 312 (Professional Ethics in Family & Consumer Sciences)
- Add approved 3-hour upper-level elective: FACS 395 Child and Family Stress; FACS 497 Family Home Visiting; PH 444 Death, Dying, and Bereavement; Elective approved by advisor

Child Studies:

- Remove FACS 492 (Growth and Guidance of Children)
- Remove SOCL 300 (Using Statistics in Sociology)
- Add FACS 312 (Professional Ethics for Family Life)
- Add FACS 393 (Play and Child Development) OR FACS 496 (Challenging Behaviors)
- Correction to iCAP report to match catalog
- Add list of approved electives: FACS 391 (Risk and Reliance), FACS 395 (Child and Family Stress), FACS 410 (Internship), FACS 422 (Adolescent Psychology), FACS 495

(Family and Relationship Violence), FACS 497 (Family Home Visiting), Elective approved by academic advisor

3. Detailed program descriptions:

Current Program	Proposed Program
<p>This program offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.</p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: HMD 211, FACS 180, 191, 192, 292, 294, 299, 310, 311, 380, 399, 492, 493, 494, 499, a FACS upper-level elective, and SOCL 300. A minor or second major is required.</p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 111, 151, FACS 180, 191, 281, 310, 311, 380, 381, 481, 492, 493, 494, IDFM 100, 131, 223, CIS 141. Professional education courses required are: EDU 489, SPED 330, SEC 351, 352, 490, MGE 275, 490, LTCY421, and PSY 310. No minor is required. Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester.</p>	<p>This program offers three concentrations which lead to a Bachelor of Science degree: (1) Child Studies, which provides a program of study for those who wish to work in a child-focused environment but do not want teacher certification; (2) Family and Consumer Sciences Education, which leads to teacher certification; and (3) Family Studies, which provides a program of study for those who wish to work in a family-focused environment.</p> <p>The concentration in Child Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this concentration: HMD 211, FACS 180, 191, 192, 292, 294, 299, 310, 311, 312, 380, 399, 493, 494, 499, FACS 393 or FACS 496, and a FACS upper-level elective. A minor or second major is required.</p> <p>The concentration in Family and Consumer Sciences Education requires a minimum of 51 hours in consumer and family sciences, and 31 hours in professional education for a total of 82 semester hours and leads to a Bachelor of Science degree. A grade of “C” or above must be earned in the following courses required for this major: HMD 111, 151, FACS 191, 281, 282, 310, 311, 312, 380, 381, 481, 422, 493, 494, IDFM 100, 131, 223, and a minimum of six hours of electives from the following list: HMD 152 and 251, HMD 171, FACS 192, FACS 393, FACS 495, AGED 300, IDFM 132, IDFM 431, PH 365 or elective approved by advisor. Professional education courses required are: EDU 489, SPED 330, SEC 490, MGE 275, 490, LTCY 421, and PSY 310. No minor is required. Students majoring in FACS Education are required to meet with their advisor before enrolling for the upcoming semester.</p>

<p>All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification are available on the website for the Office of Teacher Services: http://www.wku.edu/stc/</p> <p>The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major: HMD 211, FACS 180, 191, 310, 311, 380, 399, 410, 492, 493, 494, 495, 499, SOCL 300, PSYS 423 OR SOCL 342, PSYS 430 OR SOCL 355 OR SOCL 366, and PH 365 OR SOCL 359. A minor or second major is required.</p>	<p>All requirements for admission to professional education must be met to fulfill the Kentucky standards for the designated teaching certificate. Current information on teacher education and certification is available on the website for the Office of Teacher Services: http://www.wku.edu/stc/</p> <p>The concentration in Family Studies requires a minimum of 51 hours in consumer and family sciences and related courses. A grade of “C” or above must be earned in the following courses required for this major: HMD 211, FACS 180, 191, 310, 311, 312, 380, 399, 422, 493, 494, 495, 499, PSYS 423 OR SOCL 342, approved upper-level elective, and PH 365 OR SOCL 359. A minor or second major is required.</p>
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FACS Education Concentration:

Current Program		Proposed Program	
IDFM 100 intro to Housing/Interior Design	3	IDFM 100 intro to Housing/Interior Design	3
FACS 281 Design Foundations for FCS Ed	3	FACS 281 Design Foundations for FCS Ed	3
IDFM 131 Basic Apparel Construction	3	IDFM 131 Basic Apparel Construction	3
IDFM 223 Textiles	3	IDFM 223 Textiles	3
HMD 151 Food Sciences	3	HMD 151 Food Sciences	3
HMD 211 Human Nutrition	3	HMD 211 Human Nutrition	3
FACS 180 Found. in Family & Consumer Sci	3	FACS 282 Introduction to FCS Education	3
FACS 191 Child Development	3	FACS 191 Child Development	3
FACS 310 Management of Family Resources	3	FACS 310 Management of Family Resources	3
FACS 311 Family Relations	3	FACS 311 Family Relations	3
FACS 380 Prof. Presentation Techniques in FCS	3	FACS 380 Prof. Presentation Techniques in FCS	3
FACS 381 Methods and Materials in FCS	3	FACS 381 Methods and Materials in FCS	3
FACS 481 Advanced Methods	3	FACS 481 Advanced Methods	3
FACS 492 Growth & Guidance of Children	3	FACS 422 Adolescent Psychology	3
FACS 493 Family Life Education	3	FACS 493 Family Life Education	3
FACS 494 Parenting Strategies	3	FACS 494 Parenting Strategies	3
CIS 141 Basic Computer Literacy	3		
SPED 330 Introduction to Exceptional Education: Diversity in Learning	3	SPED 330 Introduction to Exceptional Education: Diversity in Learning	3
LTCY 421 Content Area Reading in Middle, Secondary Grades	3	LTCY 421 Content Area Reading in Middle, Secondary Grades	3
MGE 275 Foundations of Middle Grades Instruction	3	MGE 275 Foundations of Middle Grades Instruction	3

MGE 490 Student Teaching	5	MGE 490 Student Teaching	5
PSY 310 Educational Psychology: Development and Learning Applied Ed.	3	PSY 310 Educational Psychology: Development and Learning Applied Ed.	3
SEC 351 Teaching Strategies in the Secondary	3		
SEC 352 Planning for Student Diversity	3	FACS 312 Professional Ethics for Family Life	3
SEC 490 Student Teaching	5	SEC 490 Student Teaching	5
EDU 489 Student Teaching Seminar	3	EDU 489 Student Teaching Seminar	3
		2 Approved Electives from the following list:	6
		<ul style="list-style-type: none"> • HMD 152 Food Service Sanitation and HMD 251 Commercial Food Preparation • HMD 171 Introduction to Management in the Hospitality Industry • FACS 192 Working With Young Children and Families • FACS 393 Role of Play in Child Development • FACS 495 Family and Relationship Violence • AGED 300 Youth Development for Agricultural Educators 	
Total	82	Total	82

Family Studies Concentration:

Current Program		Proposed Program	
HMD 211 Human Nutrition	3	HMD 211 Human Nutrition	3
FACS 180 Found. in Family & Consumer Sci	3	FACS 180 Found. in Family & Consumer Sci	3
FACS 191 Child Development	3	FACS 191 Child Development	3
FACS 310 Management of Family Resources	3	FACS 310 Management of Family Resources	3
FACS 311 Family Relations	3	FACS 311 Family Relations	3
FACS 380 Prof. Presentation Techniques in FCS	3	FACS 380 Prof. Presentation Techniques in FCS	3
FACS 399 Implications of Research in FCS	3	FACS 399 Implications of Research in FCS	3
FACS 410 Internship	3	FACS 410 Internship	3
FACS 492 Growth & Guidance of Children	3	FACS 422 Adolescent Psychology	3
FACS 493 Family Life Education	3	FACS 493 Family Life Education	3
FACS 494 Parenting Strategies	3	FACS 494 Parenting Strategies	3
FACS 495 Family and Relationship Violence	3	FACS 495 Family and Relationship Violence	3
FACS 499 Family Policy Analysis	3	FACS 499 Family Policy Analysis	3
SOCL 300 Using Statistics in Sociology	3	FACS 312 Ethics for Family Life	3
PSYS 423 Psychology of Adult Life and Aging	3	PSYS 423 Psychology of Adult Life and Aging	3
OR SOC 342 Aging in Society		OR SOC 342 Aging in Society	

PSY 430 Psychology of Women OR SOC 466 Gender, Family, and Society OR SOC 355 Sociology of Gender	3	Approved Upper-Level Elective: <ul style="list-style-type: none"> • FACS 395 Child and Family Stress • FACS 497 Family Home Visiting • PH 444 Death, Dying, and Bereavement 	3
PH 365 OR SOCL 359	3	PH 365 OR SOCL 359	3
Total	51	Total	51

Child Studies Concentration:

Current Program		Proposed Program	
HMD 211 Human Nutrition	3	HMD 211 Human Nutrition	3
FACS 180 Found. in Family & Consumer Sci	3	FACS 180 Found. in Family & Consumer Sci	3
FACS 191 Child Development	3	FACS 191 Child Development	3
FACS 192 Working w/Young Children & Fam	3	FACS 192 Working w/Young Children & Fam	3
FACS 292 Diversity in Early Child Programs	3	FACS 292 Diversity in Early Child Programs	3
FACS 294 Assessment of Young Children	3	FACS 294 Assessment of Young Children	3
FACS 299 Admin of Early Childhood Programs	3	FACS 299 Admin of Early Childhood Programs	3
FACS 310 Management of Family Resources	3	FACS 310 Management of Family Resources	3
FACS 311 Family Relations	3	FACS 311 Family Relations	3
FACS 380 Prof. Presentation Techniques in FCS	3	FACS 380 Prof. Presentation Techniques in FCS	3
FACS 399 Implications of Research in FCS	3	FACS 399 Implications of Research in FCS	3
FACS 492 Growth & Guidance of Children	3	FACS 393 Play and Child Development OR FACS 496 Challenging Behaviors	3
FACS 493 Family Life Education	3	FACS 493 Family Life Education	3
FACS 494 Parenting Strategies	3	FACS 494 Parenting Strategies	3
FACS 499 Family Policy Analysis	3	FACS 499 Family Policy Analysis	3
SOCL 300 Using Statistics in Sociology	3	FACS 312 Ethics for Family Life	3
FACS Upper-Level Elective	3	FACS Upper-Level Elective chosen from approved list: FACS 391 Risk and Resilience FACS 395 Child and Family Stress FACS 410 Internship FACS 422 Adolescent Psychology FACS 495 Family and Relationship Violence	3
Total	51	Total	51
Additional Required Course showing in iCAP but not in catalog PSY 100 Introduction to Psychology	3		

4. **Rationale for the proposed program change:**

The program is being updated in the following ways for the following reasons:

FACS Education Concentration:

- The FACS Education advisory board that met July 2016 reviewed the current program and identified a major weakness in the program as limited depth in content which makes it difficult for students to be completely comfortable with content when they start their teaching career. FACS Education is a comprehensive degree and students do not know during their pre-service preparation what subjects they might teach when they are first hired, much less later in their career; students must prepare to teach content in a wide variety of subject matters. They may be asked to teach any of 35 different courses at either the middle school or high school level; most will teach a combination of different courses each semester. The advisory board was unanimous in their recommendation that place be found in the curriculum for additional electives to allow students to have more depth in at least one or more content areas. This change will allow students to select two electives from an identified list, allowing them more depth in the fields of culinary, child development, hospitality, youth organizations and leadership, apparel and textiles, and sexuality (a major component of some courses).
- A survey was sent to all program graduates since 2010 that are currently teaching family and consumer sciences in either Kentucky or Tennessee. It was also administered to students in the FACS 481 class (capstone course) and the student that is currently student teaching. There was a 73% return rate on the surveys. All indicated a need for an increased content knowledge base prior to graduation and indicated that the areas they most needed more depth in were child development and culinary, specifically having the ServSafe certification since these are currently the most popular pathways in Kentucky. More recent graduates and current seniors all indicated a preference for dropping CIS 141, SEC 351, and SEC 352.
- SEC 351 and 352 will be dropped. The College of Education has recently changed the way the SEC 351 and 352 courses are taught and anticipates making additional changes to those courses, only offering them once per year and during the same semester. This will be difficult for the FACS Education students, necessitating 88 hours of observation during one semester in addition to requirements in other classes. Since the College of Education has changed the focus of how the SEC 351 and 352 courses are taught, there has been a great deal of inconsistency in the teaching of these two classes. Few other programs preparing either K-12 or 5-12 teachers at WKU require students to complete these courses. Recent graduates indicated that the content from these courses could either be eliminated or included in other courses to better meet their needs. The observation hours (at total of 88) will be distributed between the FACS 282, 381, and 481 classes.
- CIS 141 will be dropped. While earlier graduates felt they benefitted from this course, more recent graduates indicated that they already had the majority of the skills and knowledge presented in the class. Students come to college more computer literate than when this course was first added to the program. Both the advisory committee and current/recent graduates indicated it should be dropped. Few, if any, other programs preparing either K-12 or 5-12 teachers at WKU require students to complete this course.
- FACS 180, an introduction to all family and consumer sciences careers, is being replaced with FACS 282. This will better meet the needs of students as it will start them with

observation opportunities, lesson planning and presentation, and resource development toward future teaching experiences. Students will be required to take the Praxis Core Academic Skills for Educators at least once during this course to help ensure their timely completion of this requirement for admission to teacher education. Making this change will also benefit students who change their major later in their university experience as it will better serve the needs of this population than the FACS 180 currently does.

- FACS 492 is not currently being taught. It was a second course in child development. FACS 422 will expand child and human development to the adolescent age group, which is more appropriate for those students that will be teaching in middle grades and high school. This will assist future teachers as they develop lesson plans and activities geared to adolescents and strive to understand the developmental processes these students are working through.
- FACS 312 will replace the SEC 352 course. SEC 352 focused on diversity. This, based on student feedback, generally dealt with special needs students and several expressed the opinion that since SPED 330 was added to the program, there was some duplication. A major factor when dealing with diverse students of all types is doing so in an ethical manner. The addition of the ethics course will help future teachers more firmly grasp the varied responsibilities of ethical professionalism, including the code of ethics they must agree to as future FCS teachers in Kentucky.
- CIS 141 and SEC 351 will be replaced by two electives selected by the student in consultation with their advisor. The electives students may choose from include HMD 151 and 251 (taken concurrently), HMD 171, FACS 192, FACS 495, AGED 300, IDFM 132, IDFM 431, and PH 365. Students may select other electives after consultation and with approval of their advisor.

Family Studies Concentration:

- After a thorough review of the curriculum, it was determined that the majority of the content of FACS 492 was duplicated in numerous courses throughout the major, many of which are taken in sequence before FACS 492. Instead, students will now take FACS 422 (Adolescent Psychology) to fill a gap in the human development portion of the curriculum. The content of FACS 422 is important for students who may end up in career positions working with adolescents and their families.
- SOCL 300 has been used as a prerequisite for FACS 399 (Implications of Research in FCS). A review of the curriculum revealed that the content in SOCL 300 needed to be successful in FACS 399 was also being taught during the early portions of the FACS 399 course. Students will now take FACS 312 as a required major course. The review of program curriculum indicated the need for a course based on ethics and professionalism specific to the family life professions. FACS 312 will also allow students to better prepare to become Certified Family Life Educators, should they choose to do so.
- The content of PSYS 430 OR SOCL 355 OR SOCL 366 are now incorporated into a variety of courses that FACS students currently take (e.g., FACS 191, FACS 310, FACS 311, FACS 494, FACS 495). When the family studies major concentration was originally created, this portion of the curriculum was designed to focus on gender in the context of families. As the family studies curriculum evolved, the topic of gender and families has been incorporated into a number of required major courses. Instead, students will now have an option to choose an approved upper-division elective, allowing them some flexibility in their major concentration.

- The family studies major concentration includes the choice of a FACS upper-level elective. The only courses that are accepted as electives are FACS 395, FACS 497, and PH 444. An academic advisor may also approve an elective, but this should only happen in rare situations.

Child Studies Concentration:

- After a thorough review of the curriculum, it was determined that the majority of the content of FACS 492 was duplicated in numerous courses throughout the major, many of which are taken in sequence before FACS 492. Instead, students can now take either FACS 393 or FACS 496, either of which will enhance student's learning about child development and working with children.
- SOCL 300 has been used as a prerequisite for FACS 399 (Implications of Research in FCS). A review of the curriculum revealed that the content in SOCL 300 needed to be successful in FACS 399 was also being taught during the early portions of the FACS 399 course. Students will now take FACS 312 as a required major course. The review of program curriculum indicated the need for a course based on ethics and professionalism specific to the family life professions. FACS 312 will also allow students to better prepare to become Certified Family Life Educators, should they choose to do so.
- The child studies major concentration includes the choice of a FACS upper-level elective. Previously, no list of approved electives was approved through the curriculum process. Subsequently, unapproved courses are displayed on students' iCAP audit reports. To correct students from completing unapproved electives, the only courses that are accepted as electives are FACS 391, FACS 395, FACS 410, FACS 422, FACS 495, and FACS 497. An academic advisor may also approve an elective, but this should only happen in rare situations.

5. Proposed term for implementation: Fall 2017

6. Dates of prior committee approvals:

Family and Consumer Sciences Department	<u>November 2, 2016</u>
College of Health and Human Services Curriculum Committee	<u>November 18, 2016</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 320
- 1.2 Course title: PRINCIPLES OF INORGANIC CHEMISTRY

2. Current course catalog listing:

A treatment of the usual topics in theoretical inorganic chemistry presented at a level not requiring calculus. It is not acceptable for ACS-program students, who should take CHEM 420.

3. Proposed course catalog listing:

A treatment of the usual topics in theoretical inorganic chemistry presented at a level not requiring calculus.

4. Rationale for revision of the course catalog listing:

CHEM 320 is a foundation-level course in inorganic chemistry that is appropriate for all chemistry majors at the sophomore or junior level. CHEM 320 will become a prerequisite for CHEM 420, which is an in-depth inorganic chemistry course, appropriate for senior-level chemistry majors.

5. Proposed term for implementation:

Fall 2017

6. Dates of prior committee approvals:

Department of Chemistry	1/10/2017
Ogden College Curriculum Committee	_____ 2/2/2017
Professional Education Council	_____ _____
Undergraduate Curriculum Committee	_____ _____
University Senate	_____ _____

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise Course Catalog Listing
(Consent Item)**

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CHEM 330
1.2 Course title: QUANTITATIVE ANALYSIS

2. Current course catalog listing:

A study of the common techniques and theory of gravimetric, volumetric, electrochemical, and optical methods of analysis. Lecture, 3 hours; laboratory, 2 hours. Laboratory meets four and one-half hours per week. Priority for registration for this course will be given to rising sophomores and rising juniors. *Course Fee*

3. Proposed course catalog listing:

A study of the common techniques and theory of gravimetric, volumetric, electrochemical, and optical methods of analysis. Lecture, 3 hours; laboratory, 2 hours. Laboratory meets four and one-half hours per week. *Course Fee*

4. Rationale for revision of the course catalog listing:

Additional lab space that will be available in the new building will no longer pose as much of a physical restriction on the number students we can take each term. The process for determining 'rising sophomore and rising junior' status is difficult with the number of AP/dual credit/etc. hours students have when they come to WKU. We were often preventing students in their second year at WKU from registering when they should have been because they already had junior or senior status by hours. This change will remove administrative burden from office staff in giving course overrides.

5. Proposed term for implementation:

Fall 2017

6. Dates of prior committee approvals:

Department of Chemistry

1/10/2017

Ogden College Curriculum Committee

2/2/2017

Professional Education Council

Undergraduate Curriculum Committee

University Senate

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise A Program
(Action Item)**

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of program:

- 1.1 Current program reference number: 335
- 1.2 Current program title: Minor in Chemistry
- 1.3 Credit hours: 18-24

2. Identification of the proposed program changes:

- 2.1 The minimum number of CHEM credit hours is increased from 18 to 20 hours.
- 2.2 An unrestricted CHEM 300+ (3-6 hr) elective is replaced by CHEM 340/341 (5 hr).

3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

Current Program	Proposed Program
The minor in chemistry requires a minimum of 18-21 hours.	The minor in chemistry requires a minimum of 20 hours.
Course requirements (18-21 hrs) CHEM 120/121 (5) CHEM 222/223 (5) CHEM 330 (5) CHEM 300+ (3-6)	Course requirements (20 hrs) CHEM 120/121 (5) CHEM 222/223 (5) CHEM 330 (5) CHEM 300+ (3-6) CHEM 340/341 (5)
At least nine semester hours must be earned in courses numbered 300 and above and at least one upper-division laboratory based course must be taken in residence at the WKU Bowling Green campus.	At least ten semester hours must be earned in courses numbered 300 and above and at least one upper-division laboratory based course must be taken in residence at the WKU Bowling Green campus.

4. Rationale for the proposed program change:

The current program contains an unrestricted CHEM 300+ elective of 3-6. The most common and the most appropriate choice for this elective is CHEM 340/341 Organic Chemistry I and Laboratory. Therefore, CHEM 340/341 is explicitly added to the program and the elective is removed; this action then requires a minimum of 20 CHEM credit hours to complete the minor.

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

Fall 2017

6. Dates of prior committee approvals:

Department of Chemistry	<u>12/2/2016</u>
Ogden College Curriculum Committee	<u>2/2/2017</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Ogden College of Science & Engineering
Department of Chemistry
Proposal to Revise A Program
(Action Item)**

Contact Person: Jeremy B. Maddox, jeremy.maddox@wku.edu, 5-8725

1. Identification of program:

- 1.1 Current program reference number: 623
- 1.2 Current program title: Major in Chemistry
- 1.3 Credit hours: 30-48

2. Identification of the proposed program changes:

- 2.1 A second major or minor is no longer required for students pursuing a Major in Chemistry with the American Chemical Society (ACS)-certified concentration.
- 2.2 The minimum number of CHEM credit hours for the ACS-certified concentration is increased to from 47-48 to 53 hours.
- 2.3 A requirement of CHEM 320 is added to the ACS-certified concentration. The catalog description for CHEM 320 is revised, and CHEM 320 is added to the prerequisites for CHEM 420. A requirement CHEM 421 is added to the ACS-certified concentration.
- 2.4 Registration preference in CHEM 330 is no longer given to rising sophomores and rising juniors.
- 2.5 The course CHEM 436 is created. A requirement of CHEM 436 is added to the ACS-certified concentration.
- 2.6 The pre/corequisites for CHEM 435 are changed to "Prerequisites: CHEM 330 and CHEM 340 with a grade of "C" or better. Corequisite: CHEM 436."
- 2.7 The pre/corequisites for CHEM 450 are changed to "Prerequisites: A grade of "C" or better in CHEM 314 or 340; CHEM 330; MATH 136, PHYS 231 or 255. Corequisite: CHEM 451."
- 2.8 The pre/corequisites for CHEM 452 are changed to "Prerequisites: A grade of "C" or better in CHEM 320; CHEM 450; MATH 137; PHYS 265 or 332. Corequisite: CHEM 453."
- 2.9 Substitution of PHYS 231/232 for PHYS 255/256 and PHYS 332/233 for PHYS 265/266 is included for the cognate course requirements of the ACS-certified concentration.
- 2.10 LTCY 421 is added to the Chemistry Major with Teacher Certification (Teacher) concentration; this increases the minimum number of the SMED requirements for the Teacher concentration from 34 to 37 hours.

3. Detailed program description:

(Side-by-side table is required for most program changes showing revised program on the right and identifying deletions by strike-through and additions in boldface.)

Current Program	Proposed Program
The major in chemistry requires a minimum of 30 semester hours and leads to the Bachelor of Science degree.	The major in chemistry requires a minimum of 30 semester hours and leads to the Bachelor of Science degree. Requirements of the major include selecting one of three concentrations.
A second major or minor is also required.	A second major or minor or the ACS-certified concentration is also required.
<p><i>ACS Certified Chemistry Major Concentration</i></p> <p>WKU is on the approved list of the Committee on Professional Training of the American Chemical Society. For certification by this committee, the completion of a minimum of 48 hours of chemistry for the Bachelor of Science degree is required.</p> <p>CHEM course requirements (47-48 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5)</p> <p>CHEM 330 (5) CHEM 340/341 (5) CHEM 342/343 (5) CHEM 398 (1) CHEM 399 (2) CHEM 420 (3)</p> <p>CHEM 446 (3) CHEM 435 (3)</p> <p>CHEM 450/451 (5) CHEM 452/453 (5)</p> <p>It is recommended that CHEM 330 is taken as soon after CHEM 222 as possible; therefore,</p>	<p><i>ACS Certified Chemistry Major Concentration</i></p> <p>WKU is on the approved list of the Committee on Professional Training of the American Chemical Society. For certification by this committee, the completion of a minimum of 53 hours of chemistry courses, 16-18 hours of math and science cognate courses, and completion of Colonnade general education courses for the Bachelor of Science degree is required.</p> <p>CHEM course requirements (53 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5) CHEM 320 (3) CHEM 330 (5) CHEM 340/341 (5) CHEM 342/343 (5) CHEM 398 (1) CHEM 399 (2) CHEM 420 (3) CHEM 421 (1) CHEM 446 (3) CHEM 435 (3) CHEM 436 (2) CHEM 450/451 (5) CHEM 452/453 (5)</p> <p>It is recommended that CHEM 330 is taken as soon after CHEM 222 as possible. ;therefore,</p>

<p>rising sophomores and rising juniors are given priority for registration in CHEM 330.</p> <p>It is recommended that physical chemistry, CHEM 450, CHEM 451, CHEM 452, CHEM 453, be taken in the junior year because CHEM 450 is a prerequisite for CHEM 420 and CHEM 435.</p> <p>CHEM 421 is strongly recommended as part of this concentration.</p> <p>Cognate course requirements (18 hours):</p> <p>MATH 136 (4) MATH 137 (4) PHYS 255/256 (5) PHYS 265/266 (5)</p>	<p>rising sophomores and rising juniors are given priority for registration in CHEM 330.</p> <p>It is also recommended that physical chemistry, CHEM 450, CHEM 451, CHEM 452, CHEM 453, be taken in the junior year because CHEM 450 is a prerequisite for CHEM 420 and CHEM 435.</p> <p>CHEM 421 (1) is strongly recommended as part of this concentration.</p> <p>Cognate course requirements (16-18 hours):</p> <p>MATH 136 (4) MATH 137 (4) PHYS 231/232 (4) or 255/256 (5) PHYS 332/233 (4) or 265/266 (5)</p>
<p><i>General Chemistry Major Concentration</i></p> <p>CHEM course requirements (30 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5) CHEM 330 (5) CHEM 314 or 340/341 (5)</p> <p>CHEM 320 or 446 (3)</p> <p>CHEM 412 or 450/451 (5) CHEM 300+ (2)</p>	<p><i>General Chemistry Major Concentration</i></p> <p>CHEM course requirements (30 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5) CHEM 330 (5) CHEM 314 or 340/341 (5)</p> <p>CHEM 320 or 446 (3)</p> <p>CHEM 412 or 450/451 (5) CHEM 300+ (2)</p>
<p><i>Chemistry Major with Teacher Certification Concentration</i></p> <p>Students interested in teaching chemistry must declare a second major in Science and Mathematics Education (SMED) available through the College of Education and Behavioral Sciences.</p> <p>CHEM course requirements (35 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5) CHEM 314 (5)</p>	<p><i>Chemistry Major with Teacher Certification Concentration</i></p> <p>Students interested in teaching chemistry must declare a second major in Science and Mathematics Education (SMED) available through the College of Education and Behavioral Sciences.</p> <p>CHEM course requirements (35 hours):</p> <p>CHEM 120/121 (5) CHEM 222/223 (5) CHEM 314 (5)</p>

CHEM 320 (3)	CHEM 320 (3)
CHEM 330 (5)	CHEM 330 (5)
CHEM 399 (2)	CHEM 399 (2)
CHEM 412 (5)	CHEM 412 (5)
CHEM 446/447 (5)	CHEM 446/447 (5)
Cognate course requirements (16 hours):	Cognate course requirements (16 hours):
MATH 136 (4)	MATH 136 (4)
PHYS 231/232 (4)	PHYS 231/232 (4)
PHYS 332/233 (4)	PHYS 332/233 (4)
GEOL 111/113 (4)	GEOL 111/113 (4)
<i>Chemistry Major with Teacher Certification Concentration (continued)</i>	<i>Chemistry Major with Teacher Certification Concentration (continued)</i>
SMED course requirements (34 hours):	SMED course requirements (37 hours):
SMED 101 (1-1.5)	SMED 101 (1-1.5)
SMED 102 (2-3)	SMED 102 (2-3)
SMED 310 (3)	SMED 310 (3)
SMED 320 (3)	SMED 320 (3)
SMED 340 (3)	SMED 340 (3)
SMED 360 (3)	SMED 360 (3)
SMED 470 (3)	SMED 470 (3)
SMED 489 (3)	SMED 489 (3)
SPED 330 (3)	SPED 330 (3)
SEC 490 (5-10)	SEC 490 (5-10)
	LTCY 421 (3)

4. Rationale for the proposed program change:

Background

The Department of Chemistry has undertaken a comprehensive review of its curriculum relative to a set of internally selected benchmark institutions:

Ball State University, California State University-Long Beach, Centre College, East Carolina University, East Tennessee State University, Eastern Kentucky University, Eastern Michigan University, Illinois State University, James Madison University, Middle Tennessee University, Montclair State University, University of North Carolina at Charlotte, University of North Carolina at Wilmington, Northern Arizona University, and Western Washington University

After careful consideration of many different factors, the Department proposes the following revisions that will strengthen its academic program.

ACS-Certified Major Concentration

The ACS-certified concentration exceeds the minimum of 48 credit hours required for a stand-alone major at WKU. A second major or minor is not necessary to complete the requirements for a baccalaureate degree; therefore, students that complete the ACS-certified concentration are not required to obtain a second major or minor.

The addition of CHEM 320 provides the ACS-certified concentration with a solid foundation-level experience in inorganic chemistry that will serve as a prerequisite for the required in-depth inorganic chemistry course CHEM 420. Several of our internally selected benchmark institutions also require both foundation-level and in-depth inorganic chemistry courses.

Registration preference in CHEM 330 is no longer given to rising sophomores and rising juniors, as additional lab space that will be available in the new building (Ogden College Hall) will no longer pose as much of a physical restriction on the number students we can take each term. The process for determining 'rising sophomore and rising junior' status is difficult with the number of AP/dual credit/etc. hours students have when they come to WKU. We were often preventing students in their second year at WKU from registering when they should have been because they already had junior or senior status by hours. This change will remove administrative burden from office staff in giving course overrides.

The addition of a new CHEM 436 laboratory course to accompany the CHEM 435 lecture course for the ACS-certified concentration will enhance students' exposure to in-depth topics in analytical chemistry and instrumental analysis. The current program invokes a 3-hour lecture/lab model that includes two 55-minute lecture periods and a 4.5-hour laboratory per week. The two-course model allows for expanded discussion of topics in lecture and will further capitalize on the Department's instrumental analysis facilities. The prerequisites/corequisites for CHEM 435 are revised accordingly.

The pre/corequisites for the physical chemistry course sequence CHEM 450 and 452 are modified to reflect precisely which cognate courses in MATH and PHYS are needed for the specific topics covered in each CHEM course. CHEM 450 emphasizes chemical thermodynamics and kinetics, which requires students to have mastered the mathematical and physical concepts covered in MATH 136 and PHYS 231 or 255, respectively. CHEM 452 emphasizes molecular quantum theory and statistical thermodynamics, which requires students to have mastered the mathematical and physical concepts covered in MATH 137 and PHYS 265 or 332. CHEM 320 includes some foundation-level material needed for the in-depth course CHEM 452 so CHEM 320 is added to the prerequisites for CHEM 452.

Allowing PHYS 231/232 and 332/233 to substitute for PHYS 255/256 and 265/266, respectively, enhances the ability of students to switch from the General Chemistry Major concentration to the ACS-certified concentration and still graduate in four years.

Chemistry Major with Teacher Certification Concentration

The program revision entails the addition of LTCY 421 to the Chemistry Major with Teacher Certification concentration in order to meet the new requirement for teacher certification set forth in 16 KAR 5:060, Literacy Preparation for Teachers of Middle and High School Students.

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

Fall 2017

6. Dates of prior committee approvals:

Department of Chemistry	<u>1/10/2017</u>
Ogden College Curriculum Committee	<u>2/2/2017</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____