

CEBS CURRICULUM COMMITTEE
3:00 pm – March 5, 2013
GRH 3073

I. Approval of Minutes of the February 5, 2013 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

School of Teacher Education

1. Revise a Program – 0433, Master of Arts in Education: Elementary Education for Teacher Leaders
2. Revise a Program – 0434, Master of Arts in Education: Middle Grades for Teacher Leaders
3. Revise a Program – 0435, Master of Arts in Education: Secondary Education for Teacher Leaders
4. Revise a Program – 0457, Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders
5. Revise a Program – 083, Library Media Education

Counseling and Student Affairs

1. Multiple Revisions to a Course – CNS 560, Professional Studies in Counseling and Marriage and Family Therapy
2. Multiple Revisions to a Course – CNS 591, Mental Health Counseling/Marriage and Family Therapy
3. Multiple Revisions to a Course – CNS 596, Mental Health Counseling/Marriage and Family Therapy Internship
4. Revise Course Catalog Listing – CNS 550, Introduction to Counseling
5. Revise Course Title, CNS 582, Sex Therapy
6. Revise Course Title, CNS 583, Marriage Therapy
7. Revise a Program – 043, Counseling
8. Delete a Course – CNS 100, Educational and Life Planning
9. Delete a Course – CNS 563, Counseling Adults
10. Delete a Course – CNS 564, Counseling the Elderly
11. Delete a Course – CNS 565, Elementary Guidance Services
12. Delete a Course – CNS 566, Secondary Guidance Services
13. Delete a Course – CNS 573, Leadership in Student Affairs
14. Delete a Course – CNS 575, Administration of Student Affairs
15. Delete a Course – CNS 576, Technology in Student Affairs
16. Delete a Course – CNS 661, Introduction to Rehabilitation Counseling
17. Delete a Course – CNS 662, Seminar Disability and Rehabilitation Counseling

Educational Administration, Leadership and Research

1. Revise a Program – 121, School Administration, Instructional Leader, School Principal, All Grades (Rank I)
2. Revise a Program – 131, School Administration, Instructional Leader, School Principal, All Grades (Certification Only)

III. **Other Business**

•Selection of Ad Hoc Subcommittee on Selection of CEBS Outstanding Graduate Student

Reminder: One Curriculum Committee representative from each graduate department (two from the STE) will be sought to serve on the subcommittee. Representatives from each graduate department are asked to confer among themselves prior to the meeting to agree on their respective representatives.

•Discussion of Global Pathways

The recommendation is included in this agenda. Additional documents related to the Global Pathways recommendation may be found on the College shared drive in a folder entitled, "Global Pathways."

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

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

1. Identification of program:

- 1.1 Current program reference number: #0433
- 1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
- 1.3 Credit hours: 30-31

2. Identification of the proposed program changes:

Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA)</i>:</p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher and have a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a 	<p><i>Criteria vary, depending on the student's undergraduate institution and GPA.</i></p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) added to (GPA X 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is

<p>teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)</p> <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>	<p>required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</p> <ul style="list-style-type: none"> • Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>
--	--

4. Rationale for the proposed program change:

The proposed policy revision is needed to bring the Master of Arts in Education: Elementary Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: 2-8-13

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Dr. Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0434
- 1.2 Current program title: Master of Arts in Education: Middle Grades for Teacher Leaders
- 1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <p>1. <u>WKU Graduate: Admission</u> Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9).</p> <p>2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>3. <u>Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9). A copy of the certificate or statement of eligibility must be submitted with the application.</p>	<p><i>Criteria vary, depending on the student's undergraduate institution and GPA.</i></p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades P-5). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) added to (GPA X 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid

<p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>	<p>teaching certificate for middle grades education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</p> <ul style="list-style-type: none"> • Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>
---	---

4. Rationale for the proposed program change:

The proposed policy revision is needed to bring the Master of Arts in Education: Middle Grades Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: February 8, 2013

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

Contact Person: Dr. Rebecca Stobaugh, Rebecca.stobaugh@wku.edu, 745-4497

1. Identification of program:

- 1.1 Current program reference number: #0435
- 1.2 Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders
- 1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

Revision of admission policy to comply with Graduate Studies admission requirements passed by the University Senate in April 2012.

3. Detailed program description:

Current Admission Requirements	Proposed Admission Requirements
<p>Admission Requirements: <i>(Criteria vary, depending on the student's undergraduate institution and GPA):</i></p> <ul style="list-style-type: none"> 1. <u>WKU Graduate: Admission</u> Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). 2. <u>Graduate of a Kentucky Higher Education Institute other than WKU:</u> Applicants with undergraduate degrees from Kentucky higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GAP/GRE** scores and must have or be eligible for a teaching certificate* for Secondary (Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application. 3. <u>Graduate of an Out-of-State Institution of Higher Education</u> Applicants with undergraduate degrees from all other higher education accredited universities must have a 2.75 GPA for all previous undergraduate coursework and a 3.0 GPA for previous graduate coursework or qualifying GRE/GAP** scores and must have or be eligible for a teaching certificate* for Secondary 	<p><i>Criteria vary, depending on the student's undergraduate institution and GPA.</i></p> <ul style="list-style-type: none"> • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) added to (GPA X 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE score multiplied by the undergraduate GPA) of 2200 or higher and a

<p>(Grades 8-12, 5-12, or P-12). A copy of the certificate or statement of eligibility must be submitted with the application.</p> <p>*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the Kentucky Education Professional Standards Board for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.</p> <p>**Qualifying GAP Score: 2200 or higher (GRE score multiplied by the undergraduate GPA for a score) and a GRE Analytical Writing score of 3.5 or higher</p>	<p>GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for secondary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.</p> <ul style="list-style-type: none"> • Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.) <p>*Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.</p>
--	---

4. Rationale for the proposed program change:

The proposed policy revision is needed to bring the Master of Arts in Education: Secondary Education for Teacher Leaders requirements into compliance with the Graduate Studies admission policy passed in April 2012 by the University Senate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: February 8, 2013

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

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

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

1. Identification of program:

- 1.1 Current program reference number: 0457
- 1.2 Current program title: Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders
- 1.3 Credit hours: 30-37

2. Identification of the proposed program changes:

- SPED 590: Advanced Internship: Exceptional Education will be replaced with SPED 595: Advanced Preparation Capstone SPED

3. Detailed program description:

<p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p>	<p>Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457</p>
<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for</p>	<p>This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. The MAE in Special Education: Learning and Behavior Disorders for Teacher Leaders is for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which students interact with other graduate student from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. Students are expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. All courses in the program carry critical performance indicators (CPIs) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program. Note: To be eligible to be recommended for</p>

certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirements

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to

certification as a teacher for Exceptional Children (Grades P-12), Learning and Behavior Disorders, students must document that they have received passing score(s) on the required Praxis II examination(s).

Admission Requirements

1. Applicants who are alumni of WKU teacher preparation programs must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.
3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications.

*Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate.

**Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Application Deadline Notes: Along with all graduate studies admission deadlines (see current graduate catalog), for priority consideration for admission to

the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to graduate studies by the following dates:

- _ Summer Admission: March 1
- _ Fall Admission: May 1
- _ Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Degree Requirements

Teacher Leader Professional Education Core Courses_9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component_18 hours

SPED 518 Issues in Behavior Management (3 hours)

SPED 530 Advanced Assessment Techniques (3 hours)

SPED 531 Advanced Prescriptive Teaching (3 hours)

SPED 532 Families, Professionals, and Exceptionalities (3 hours)

SPED 533 Seminar: Curriculum in LBD (3 hours)

SPED 630 Special Education Law (3 hours)

Intenship_3 hours

SPED 590 Advanced Internship in Exceptional Education (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 590 and should take SPED 590 as their final course in their program.

Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with

the Special Education for Teacher Leaders: Learning and Behavior Disorders program students should submit application materials to graduate studies by the following dates:

- _ Summer Admission: March 1
- _ Fall Admission: May 1
- _ Spring Admission: November 1

Students submitting materials after the above deadline dates cannot be guaranteed that applications will be reviewed in time for admission for the upcoming term nor that course space will be available.

Degree Requirements

Teacher Leader Professional Education Core Courses_9-16 hours

TCHL 500 Foundations of Teacher Leadership (3 hours)

TCHL 530 Curriculum Development (3 hours)

TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)

TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)

TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)

TCHL 554 Student Assessment II: Standardized Testing (1 hour)

TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component_18 hours

SPED 518 Issues in Behavior Management (3 hours)

SPED 530 Advanced Assessment Techniques (3 hours)

SPED 531 Advanced Prescriptive Teaching (3 hours)

SPED 532 Families, Professionals, and Exceptionalities (3 hours)

SPED 533 Seminar: Curriculum in LBD (3 hours)

SPED 630 Special Education Law (3 hours)

Intenship_3 hours

SPED 595 Advanced Preparation Capstone SPED (3 hours)

Students must submit a passing score on the Praxis II PRIOR to enrollment in **SPED 595** and should take **SPED 595** as their final course in their program.

Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with

<p>Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p>Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical</p> <p>Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>	<p>Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification</p> <p>Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical</p> <p>Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results.</p> <p>Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _ Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.</p>
---	---

4. Rationale for the proposed program change:

Previously, all graduate students in the SPED program, both initial certification and advanced certification, took EXED 590- Advanced Internship in Special Education. Kentucky’s Education Professional Standards Board (EPSB) set new guidelines for initial certification of teachers effective September, 2012. These guidelines included specific demands for initial certification students in a supervised field placement with specific parameters that are not appropriate for the advanced candidate who has already served a student teaching experience and is already qualified to teach. To meet advanced students’ needs, SPED 595-Advanced Preparation Capstone for SPED was developed and approved. The MAE Teacher Leader Program for SPED needs to be updated to reflect this approval.

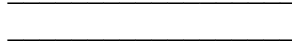
**5. Proposed term for implementation and special provisions (if applicable):
Fall, 2013**

6. Dates of prior committee approvals:

School of Teacher Education:
CEBS Curriculum Committee
Professional Education Council

02/08/2013

Graduate Council
University Senate



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

Contact Person: Marge Maxwell, marge.maxwell@wku.edu, 745-2435

1. Identification of program:

- 1.1 Current program reference number: 083
- 1.2 Current program title: Library Media Education
- 1.3 Credit hours: 30 (plus research tool)

2. Identification of the proposed program changes:

- Revision of admission standards
- Deletion of certification statement about students with undergraduate LME certification
- Change in Educational Technology Concentration requirements

3. Detailed program description:

Current Program	Proposed Program
<p>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme.</p> <p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p>Admission Requirements: Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.</p>	<p>Current program information (e.g., admission requirements, required curriculum, etc.) may be found on the program website: http://www.wku.edu/lme.</p> <p>The Master of Science with a major in LME is a dual concentration program in information services (LMS) and educational technology (EDTECH). It prepares persons for service as library media specialists, training development specialists, educational technology specialists, and information service specialists in schools, colleges, public libraries, and private organizations.</p> <p>The Master of Science degree is a 30-hour program with a research tool requirement. A fifteen-hour core of courses, a program concentration, plus a research tool are required. Students who seek teacher certification in school library media or educational technology must follow the requirements for teacher certification. Both may be used for the Kentucky Rank II or Rank I salary levels.</p> <p>Admission Requirements: Admission to the program does not require prior teacher certification, and students may complete the program without seeking any teacher certification. Students who seek initial or advanced teacher certification must follow the requirements for one of the program concentrations.</p>

Admission requirements:

- _Submission of graduate application to Graduate Studies
- ~~*GAP (GRE V+Q score PLUS the undergraduate GPA multiplied by 100) score of 600 or higher and 139 minimum scores on both the Verbal and Quantitative sections. *GRE Analytical Writing score of 3.5 or higher~~
- _Submission of official transcripts of all college work
- _Submission of copy of teaching certificate for students seeking advanced certification or Rank change

*Applicants with an earned master's degree AND a teaching certificate may be admitted without a qualifying GRE/GAP score.

Additional Admission Requirements for Students Seeking Initial Certification:

Students who do not have teacher certification and are seeking initial certification in LME must meet all admission requirements and have a 2.75 overall GPA or a 3.0 in the last 30 hours of coursework. Students are expected to apply for admission to professional education within the first semester of admission to the LME program and complete all professional education admission requirements, including a qualifying score on the GRE or PPST. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/teacherservices/>.

Degree Requirements--30 hours plus a research tool
The Master of Science in Library Media Education requires a minimum of 30 hours, including the

- Submission of graduate application to Graduate Studies
- Submission of official transcripts of all college work
- Submission of copy of teaching certificate for students seeking advanced certification or Rank change
- **Applicants with an earned master's degree or least a 3.0 GPA in their last 60 hours of coursework must submit the following materials along with the application:**
 - **A letter of application should include information about the applicant's academic and career background, professional goals and interests, and other information relevant to the applicant's potential for success in the program**
 - **A current resume or vitae**
 - **Two letters of recommendation from professional colleagues or college/university faculty members who can provide information about the applicant's potential for success in the MS in LME program**
 - **Minimum 3-page original writing sample that demonstrates the applicant's analytical writing ability.**

The admission decision by program faculty is based on a review of the full set of admission documents. Applicants should strive to provide evidence of potential for completion of the degree and success in the field of instructional design.

Additional Admission Requirements for Students Seeking Initial Certification:

- **Students who do not have teacher certification and are seeking initial certification in LME must meet the qualifying score on the GRE or PPST as required by Professional Education for admission to the LME program.**
- Students are also expected to apply for admission to Professional Education within the first semester of admission to the LME program and complete all Professional Education admission requirements. Information regarding the requirements for admission to Professional Education may be found at <http://www.wku.edu/teacherservices/>.

Degree Requirements--30 hours plus a research tool
The Master of Science in Library Media Education requires a minimum of 30 hours, including the

<p>required core and program concentration, plus a research tool. Required Core--15 hours LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3 hours) *LME 535 Survey of Educational Technology Practices (3 hours) **LME 537 Principles of Educational Technology Applications (3 hours) ***LME 590 Practicum (3 hours) (for students with prior teaching certification or students who are not seeking teacher certification.) OR ****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.) * Prerequisite for LME 537 **Prerequisite: LME 535. Transfer credit is not accepted for LME 537. ***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy ****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education</p> <p>Research Tool The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent. The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.</p> <p>Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification.</p> <p>Transfer Credit Transfer credit cannot be used in place of</p>	<p>required core and program concentration, plus a research tool. Required Core--15 hours LME 501 Program Organization and Administration (3 hours) LME 512 Issues in Library Media Education (3 hours) *LME 535 Survey of Educational Technology Practices (3 hours) **LME 537 Principles of Educational Technology Applications (3 hours) ***LME 590 Practicum (3 hours) (for students with prior teaching certification or students who are not seeking teacher certification.) OR ****LME 592 Internship in LME (3 hours) (for students without prior teaching certification.) * Prerequisite for LME 537 **Prerequisite: LME 535. Transfer credit is not accepted for LME 537. ***Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, and 537; admission to candidacy ****Prerequisites: Permission of the instructor; completion of 24 hours of course work including LME 501, 512, 535, 537, and 589; admission to candidacy; admission to professional education</p> <p>Research Tool The research tool requirement is met by successful completion (grade A or B) of EDFN 500 Research Methods, LME 519 Research in LME, EXED 534 Research in Exceptional Education, or advisor-approved equivalent. The remaining courses beyond the required core and research tool are selected with the approval of the graduate advisor based on an applicant's prior experience, previous academic work, and career goals.</p> <p>Capstone Courses The professional portfolio is the capstone requirement for the program. Students complete the portfolio as part of the practicum or internship courses. There are two capstone courses: LME 590 for students with prior teaching certification and LME 592 for students without prior teaching certification.</p> <p>Transfer Credit Transfer credit cannot be used in place of LME 537 Principles of Educational Technology</p>
---	--

<p>LME 537 Principles of Educational Technology Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.</p> <p>Concentrations</p> <p>For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology:</p> <ul style="list-style-type: none"> • Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank. • Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank. <p>Concentration in Library Media (LMLM)</p> <p>The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries.</p> <p>A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement.</p> <p>Professional specialization – 15 hours</p> <p>In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:</p> <p>Library Media Specialist Professional Specialization--12 hours LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services Select one of the following courses: LME 518 Advanced Children's Literature (3 hours) LME 527 Advanced Young Adult Literature (3 hours) Electives--3 hours</p>	<p>Applications because it requires development and implementation of an instructional design project that is a foundational component of the Practicum.</p> <p>Concentrations</p> <p>For students who have an earned teaching certificate, the concentrations in the MS in LME degree may fulfill the requirements for a change in Kentucky teacher rank (Rank II or Rank I and the following Kentucky state certifications in library media and/or educational technology:</p> <ul style="list-style-type: none"> • Library Media- Certification as a P-12 school media librarian in Kentucky and/or change in Kentucky teaching rank. • Educational Technology- P-12 Instructional Computer Technology Endorsement and change in Kentucky teaching rank. <p>Concentration in Library Media (LMLM)</p> <p>The Library Media (LMLM) concentration prepares professionals for work in information service organizations like public libraries, library media centers in P-12 schools, and positions as library assistants in college and university libraries.</p> <p>A program of study in information services can be planned to meet the certification requirements for school library media specialists in Kentucky and other states. It also meets the Kentucky Department of Library and Archives requirements for certification for the Professional Certificate II for public librarians.</p> <p>The Library Media (LMLM) Concentration requires a minimum of 30 semester hours of core courses, program specialization courses, and completion of a research tool requirement.</p> <p>Professional specialization – 15 hours</p> <p>In addition to completion of the 15-hour core and the research tool for the MS degree, the requirements for certification as a school library media specialist in most states and as a School Media Librarian P-12 in Kentucky include the following:</p> <p>Library Media Specialist Professional Specialization--12 hours LME 502 Collection Management LME 506 Classification and Cataloging LME 508 Information Sources and Services Select one of the following courses: LME 518 Advanced Children's Literature (3 hours) LME 527 Advanced Young Adult Literature (3 hours) Electives--3 hours</p>
--	---

<p>Appropriate LME courses or courses outside of LME may be selected with advisor approval.</p> <p>Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course.</p> <p>Certification Examination</p> <p>While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the <i>PRAXIS II Subject Assessments-Library Media Specialist</i> for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p>Program Requirements for Teachers Already Certified as Library Media Specialists A person who already holds initial certification as a Library Media Specialist at the graduate or undergraduate level (but not the MS in LME from WKU) must complete 6 semester hours of LME courses and at least 24 hours of other appropriate courses for the MS degree and change in Kentucky teaching rank. Selection of these courses is based on prior experience, previous academic work, and career goals; and requires advisor approval.</p> <p>Requirements for Initial Certification with the Master of Science in Library Media Education A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.</p> <p>Concentration in Educational Technology (LMET) The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to</p>	<p>Appropriate LME courses or courses outside of LME may be selected with advisor approval.</p> <p>Students seeking initial certification in Library Media Education must take LME 589 Field Experience in Library Media Education as their 3 hour elective to satisfy requirements set by the Kentucky Educational Professional Standards Board. Students must be admitted to professional education at WKU prior to enrolling in this course.</p> <p>Certification Examination</p> <p>While a certification examination is not a requirement for the Master of Science in LME, Kentucky does require a passing score on the <i>PRAXIS II Subject Assessments-Library Media Specialist</i> for certification as a school media librarian. Students outside of Kentucky are responsible for determining the requirements for certification in their states.</p> <p>Requirements for Initial Certification with the Master of Science in Library Media Education A person who does not hold a teaching certificate may obtain initial certification in Kentucky as a Library Media Specialist upon completion of the MS in LME Program, admission to Professional Education at WKU, a passing score on a required PRAXIS II PLT examination, and a passing score on the PRAXIS II Subject Assessment-Library Media Specialist. Information regarding the requirements for admission to Professional Education may be found at http://www.wku.edu/ste. Students are expected to apply for admission to professional education within the first semester of admission to the LME program.</p> <p>Concentration in Educational Technology (LMET) The Educational Technology Concentration (LMET) prepares professionals who work with training and development specialists to incorporate technology into instruction/training,</p>
---	---

<p>incorporate technology into instruction/training, who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.</p> <p>Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.</p> <p>Educational Technology Professional Specialization--9 hours Selected from the following courses: LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) LME 519 Special Topics (3 hours) Electives_6 hours Appropriate courses in LME or other related field may be selected with the approval of the student's advisor.</p>	<p>who serve as trainers of employees in the use of technology, and who are certified teachers serving as educational technology specialists in P-12 settings. Certified teachers may obtain the Instructional Computer Technology Endorsement P-12 through the Educational Technology Concentration. The Kentucky P-12 Instructional Computer Technology Endorsement requires a teaching certificate. Students in the Educational Technology Concentration who are not seeking teacher certification may obtain the Educational Technology Certificate, which is listed on the university transcript. A separate application is required for this certificate.</p> <p>Students in the Educational Technology Concentration (LMET) must meet the requirements for the Master of Science in Library Media Education, including a minimum of 30 semester hours, program specialization courses, plus a research tool.</p> <p>Educational Technology Professional Specialization--12 hours Selected from the following courses: LME 545 Educational Technology Production (Prerequisite: LME 537) (3 hours) LME 547 Integration of Educational Technology (Prerequisite: LME 537) (3 hours) LME 550 Emerging Technology in Education (Prerequisite: LME 535) (3 hours) LME 737 Educational Technology Leadership (3 hours)</p> <p>Electives 3 hours Appropriate course in LME or other related field may be selected with the approval of the student's advisor.</p>
--	--

4. Rationale for the proposed program change:

- The LME program is aligning admission standards with LME programs at other universities who are also recognized by the American Association of School Libraries, most of which do not require GRE scores of applicants. This change will make the WKU LME program competitive with other national programs.
- The LME program is aligning admission standards with the standardized test requirements of Professional Education for Initial certification applicants.
- The statement about LME certification at the undergraduate level was applicable when School Library Media undergraduate programs were available and when those with undergraduate certification were allowed to earn a master's degree with a modified program. However, such undergraduate LME certifications have not been awarded in approximately 15 years. Thus, the statement is no longer needed.

- The purpose of change in the Educational Technology concentration requirements is to align this concentration with requirements in the Instructional Computer Technology Endorsement and the Educational Technology Certificate.

5. Proposed term for implementation and special provisions (if applicable): Fall 2013

6. Dates of prior committee approvals:

School of Teacher Education: 2/8/2013

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 560
- 1.2 Course title: Professional Studies in Counseling and Marriage & Family Therapy
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Professional Studies in Counseling and Marriage and Family Therapy
- 2.2 Proposed course title: Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling
- 2.3 Proposed abbreviated title: Professional CMHC/MCFC
- 2.4 Rationale for revision of course title: Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Historical, philosophical, and societal dimensions of professional counseling and marriage and family therapists in relationship to life style diversity. Legal and ethical issues in professional counseling and marriage and family therapy.
- 5.2 Proposed course catalog listing: Historical, philosophical, and societal dimensions of **clinical mental health and marriage, couple, and family counseling**. Legal and ethical issues in professional counseling.
- 5.3 Rationale for revision of course catalog listing: Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses.

- 6. **Revise course credit hours: N/A**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:

7. **Proposed term for implementation:**
Spring 2014 (201410)

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

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 591
- 1.2 Course title: Mental Health Counseling/Marriage and Family Therapy Practicum
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Mental Health Counseling/Marriage and Family Therapy Practicum
- 2.2 Proposed course title: Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum
- 2.3 Proposed abbreviated title: CMHC/MCFC Practicum
- 2.4 Rationale for revision of course title: CACREP accreditation policies require course titles and descriptions clearly indicate that courses are counseling courses.

3. Revise course number: N/A

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

4. Revise course prerequisites/corequisites/special requirements: N/A

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

5. Revise course catalog listing:

- 5.1 Current course catalog listing Supervised experiences in a mental health or marriage and family therapy settings. (Course Fee)
- 5.2 Proposed course catalog listing: Supervised experiences in a clinical mental health or marriage couple, and family counseling setting. (Course Fee)
- 5.3 Rationale for revision of course catalog listing: CACREP accreditation policies require course titles and descriptions clearly indicate that courses are counseling courses.

6. Revise course credit hours: N/A

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

7. **Proposed term for implementation:**
Spring 2014 (201410)

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

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: CNS 596
 - 1.2 Course title: Mental Health Counseling/Marriage and Family Therapy Internship
 - 1.3 Credit hours: 3-9

- 2. Revise course title:**
 - 2.1 Current course title: Mental Health Counseling/Marriage and Family Therapy Internship
 - 2.2 Proposed course title: Clinical Mental Health and Marriage, Couple and Family Counseling Internship
 - 2.3 Proposed abbreviated title: CMHC/MCFC Internship
 - 2.4 Rationale for revision of course title: Title changes are necessary to be consistent with CACREP accreditation policies.

- 3. Revise course number: N/A**
 - 3.1 Current course number:
 - 3.2 Proposed course number:
 - 3.3 Rationale for revision of course number:

- 4. Revise course prerequisites/corequisites/special requirements: N/A**
 - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
 - 4.2 Proposed prerequisites/corequisites/special requirements:
 - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
 - 4.4 Effect on completion of major/minor sequence:

- 5. Revise course catalog listing:**
 - 5.1 Current course catalog listing: Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)
 - 5.2 Proposed course catalog listing: Supervised experiences in a clinical mental health or marriage couple, and family counseling setting. (Course Fee)
 - 5.3 Rationale for revision of course catalog listing: Course description changes are necessary to be consistent with CACREP accreditation policies.

- 6. Revise course credit hours: N/A**
 - 6.1 Current course credit hours:
 - 6.2 Proposed course credit hours:
 - 6.3 Rationale for revision of course credit hours:

7. **Proposed term for implementation:**
Spring 2014 (201410)

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

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

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

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 550
- 1.2 Course title: Introduction to Counseling
- 1.3 Credit hours: 3

2. Current course catalog listing:

The history and overview of the counseling profession, current trends and settings for counselors. Professional roles and functions, including school counselors, professional counselors, and marriage and family therapists. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

3. Proposed course catalog listing:

The history and overview of the counseling profession, current trends and settings for professional counselors. Professional roles and functions of school counselors are emphasized. Introduction to professional organizations, legal and ethical issues, and certification and licensure issues.

4. Rationale for revision of the course catalog listing:

Accreditation policies of CACREP require that course titles and descriptions clearly reflect that courses are counseling courses. Description changed to accurately reflect course emphasis.

5. Proposed term for implementation:

Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council _____

University Senate _____

Proposal Date: 2/13/2013

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 582
- 1.2 Course title: Sex Therapy
- 1.3 Credit hours: 3

2. Proposed course title: Sex Therapy Techniques in Counseling

3. Proposed abbreviated course title: Sex Therapy Tech in Counseling
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: CACREP accreditation policies require that course titles and descriptions clearly reflect that courses are counseling courses.

5. Proposed term for implementation: Spring 2104 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Proposal Date: 2/13/2013

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 583
- 1.2 Course title: Marriage Therapy
- 1.3 Credit hours: 3

2. Proposed course title: Couples Counseling

3. Proposed abbreviated course title: Couples Counseling
(max. of 30 characters including spaces)

4. Rationale for the revision of course title: CACREP accreditation policies require course titles and descriptions clearly reflect that courses are counseling courses. Title change also reflects contemporary terminology.

5. Proposed term for implementation:
Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

**College of Education and Behavioral Science
Department of Counseling and Student Affairs
Proposal to Revise a Program
(Action Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-6318

1. Identification of program:

- 1.1 Current program reference number: 043
- 1.2 Current program title: Counseling
- 1.3 Credit hours: 60

2. Identification of the proposed program changes:

- Change the title of the Counseling program concentration in Marriage and Family Therapy to Marriage, Couple, and Family Counseling to be consistent with accreditation requirements.
- Change course titles to be consistent with accreditation standards.

3. Detailed program description:

Current	Proposed
<p>Master of Arts in Education: Counseling, Ref. #043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage and Family Therapy concentrations in the Counseling master's degree program.</p> <p>Admission Requirements Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This</p>	<p>Master of Arts in Education: Counseling, Ref. #043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage, Couple, and Family Counseling concentrations in the Counseling master's degree program.</p> <p>Admission Requirements Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This</p>

approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.

Application for admission requires three steps:

1. Submit required materials to Graduate Studies.
 - (a) Complete the online graduate application process found [here](#).
 - (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
 - (c) Submit official transcripts of all postsecondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to Graduate Studies. Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.
 - (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.
2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or ~~Marriage and Family Therapy~~. The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal

approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.

Application for admission requires three steps:

1. Submit required materials to Graduate Studies.
 - (a) Complete the online graduate application process found [here](#).
 - (b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
 - (c) Submit official transcripts of all postsecondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to Graduate Studies. Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.
 - (d) Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.
2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or **Marriage, Couple, and Family Counseling**. The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal

and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes

the following materials:

(a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.

- i. Discuss what it would mean to you to become a counselor.
- ii. Describe your personal characteristics that prepare you to become an effective counseling professional.
- iii. Discuss how you deal with your emotional reactions to events in your life.
- iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
- v. Briefly discuss how you deal with stressful events.
- vi. Explain how your friends and family would describe the way you function in your relationships with them.
- vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

(b) A completed admission form.

- i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
- ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

(c) Three recommendations that use the Candidate

experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

(a) A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.

- i. Discuss what it would mean to you to become a counselor.
- ii. Describe your personal characteristics that prepare you to become an effective counseling professional.
- iii. Discuss how you deal with your emotional reactions to events in your life.
- iv. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
- v. Briefly discuss how you deal with stressful events.
- vi. Explain how your friends and family would describe the way you function in your relationships with them.
- vii. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

(b) A completed admission form.

- i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
- ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

(c) Three recommendations that use the Candidate Recommendation Form.

- i. Recommendations are required from people

Recommendation Form.

i. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.

ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.

iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

(d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.

(e) A current vita.

(f) Mail your complete application portfolio to:
Department of Counseling and Student Affairs
Clinical Mental Health Counseling
and ~~Marriage and Family Therapy~~ Concentrations
Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd. #51031
Bowling Green, KY 42101

The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students.

Interviews will focus on the following:

(a) Discussion of interests in counseling and the selection of the Western Kentucky University

who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.

ii. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.

iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

(d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.

(e) A current vita.

(f) Mail your complete application portfolio to:
Department of Counseling and Student Affairs
Clinical Mental Health Counseling
and **Marriage, Couple, and Family Counseling**
Concentrations

Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd. #51031
Bowling Green, KY 42101

The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.

3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students.

Interviews will focus on the following:

(a) Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.

(b) Discussion of academic and professional goals.

Department of Counseling and Student Affairs.
(b) Discussion of academic and professional goals.
(c) Expectations of faculty.
(d) Demonstration of interpersonal skills and insight into personal motivations.
(e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2,

applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements

Counseling Core Requirements (48 hours)

CNS 552 Testing & Assess in Counseling
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human & Family Development
CNS 558 Theories of Counseling
CNS 559 Techniques of Counseling
~~CNS 560 Professional Studies in Counseling and Marriage & Family Therapy~~
CNS 567 Mental Health Diagnosis & Treatment
~~CNS 583 Marriage Therapy~~
CNS 588 Family Systems Counseling
CNS 637 Theories of Addictions
~~CNS 591 Mental Health/Marriage and Family Practicum*~~
~~CNS 596 Mental Health/Marriage and Family Internship (6 hours)*^~~
CNS 598 Research and Program Evaluation in Counseling

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

**To enroll in practicum the student must have*

(c) Expectations of faculty.
(d) Demonstration of interpersonal skills and insight into personal motivations.
(e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements

Counseling Core Requirements (48 hours)

CNS 552 Testing & Assess in Counseling
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human & Family Development
CNS 558 Theories of Counseling
CNS 559 Techniques of Counseling
CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling
CNS 567 Mental Health Diagnosis & Treatment
CNS 583 Couples Counseling
CNS 588 Family Systems Counseling
CNS 637 Theories of Addictions
CNS 591 Clinical Mental Health/Marriage, Couple and Family Counseling Practicum *
CNS 596 Clinical Mental Health/Marriage, Couple and Family Counseling Internship (6 hours)*^
CNS 598 Research and Program Evaluation in Counseling

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

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

<p><i>completed the appropriate practice preparation sequence and obtain departmental approval.</i></p> <p>Concentration I - Clinical Mental Health Counseling (CMHC) Requirements 12 hours CNS 568 Counseling Children and Adolescents CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective 3 hours. (Elective selected in consultation with advisor.)</p> <p>Concentration II - Marriage and Family Therapy (MHMF) 12 hours CNS 580 Family Life Studies CNS 582 Sex Therapy CNS 584 Counseling Violent & Dysfunctional Families CNS 586 Parenting Issues</p> <p><i>Note: 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 here.</i></p>	<p>Concentration I - Clinical Mental Health Counseling (CMHC) Requirements 12 hours CNS 568 Counseling Children and Adolescents CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective 3 hours. (Elective selected in consultation with advisor.)</p> <p>Concentration II - Marriage, Couple, and Family Counseling (MHMF) 12 hours CNS 580 Family Life Studies CNS 582 Sex Therapy Techniques in Counseling CNS 584 Counseling Violent & Dysfunctional Families CNS 586 Parenting Issues</p> <p><i>Note: 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 here.</i></p>
--	---

4. Rationale for the proposed program change:

- CACREP accreditation policies require that program titles are clearly identifiable as counseling programs. While Marriage and Family Therapy is a concentration title in the Counseling program (043) at WKU, CACREP regards this concentration as a program and requires that it be titled Marriage, Couple, and Family Counseling.
- Accreditation policies require that course titles indicate that courses are designed to prepare counselors and contain counseling content.

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

Spring 2014 (201410)

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/13/2013

CEBS Curriculum Committee

Graduate Council:

University Senate:

Proposal Date: 1/30/2013

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-4953

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 100
- 1.2 Course title: Educational and Life Planning
- 1.3 Credit hours: 2

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known: Course deletion will not affect completion of a major, minor, associate degree, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Counseling and Student Affairs: _____ 2/7/2013

CEBS Curriculum Committee _____

Undergraduate Curriculum Committee _____

University Senate _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 563
- 1.2 Course title: Counseling Adults
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 564
- 1.2 Course title: Counseling the Elderly
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 565
- 1.2 Course title: Elementary Guidance Services
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 566
- 1.2 Course title: Secondary Guidance Services
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Professional Education Council _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 573
- 1.2 Course title: Leadership in Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 575
- 1.2 Course title: Administration of Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 576
- 1.2 Course title: Technology in Student Affairs
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 661
- 1.2 Course title: Introduction to Rehabilitation Counseling
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

Proposal Date: 2/5/13

**College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Delete a Course
(Consent Item)**

Contact Person: Bill Kline, bill.kline@wku.edu, 5-56318

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: CNS 662
- 1.2 Course title: Seminar Disability & Rehabilitation Counseling
- 1.3 Credit hours: 3

2. Rationale for the course deletion: Course is no longer offered.

3. Effect of course deletion on programs or other departments, if known:

Course deletion will not affect completion of a major, minor, certificate program or graduate program and/or students in other departments.

4. Proposed term for implementation: 201330

5. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 2/7/2013

CEBS Curriculum Committee: _____

Graduate Council: _____

University Senate: _____

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise a Program
(Action Item; Information Item after PEC approval)

Contact Person: Tony Norman, tony.norman@wku.edu, (270) 745-3061

1. Identification of program:

- 1.1 Current program reference number: 121
- 1.2 Current program title: School Administration, Instructional Leader, School Principal, All Grades (Rank I)
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Deletion of one prerequisite course
- Change of courses from prerequisites to deficiencies
- Delete a paragraph with incorrect information about the program.

3. Detailed program description:

Current Program	Proposed Program
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</p> <p>The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree.</p> <p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</p> <p>The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree.</p> <p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;

3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
 - (a) Letters of reference
 - (b) Professional portfolio
 - (c) Prerequisite course assessments
 - (d) School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

Program Requirements

A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification.

Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.

Prerequisites—12 hours

- EDAD 588 Allocation and Use of Resources
- EDAD 677 Legal Issues for Professional Educators
- EDAD 683 Leading Teaching and Learning
- EDAD 684 Instructional Leadership

3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
 - (a) Letters of reference
 - (b) Professional portfolio
 - (c) **Prerequisite Deficiency** course assessments
 - (d) School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

Program Requirements

A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification.

~~Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.~~

~~Prerequisites—12 hours~~

- ~~Deficiencies—9 hours~~**
- Students will be required to take the following courses in addition to the required program hours.**
- EDAD 588 Allocation and Use of Resources
- EDAD 677 Legal Issues for Professional Educators
- EDAD 683 Leading Teaching and Learning**
- EDAD 684 Instructional Leadership

Level I Required Core—18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core—12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)	Level I Required Core 18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core 12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)
--	--

4. Rationale for the proposed program change:

- Course objectives and content for the EDAD 683 course are redundant with the requirements for the core courses of EDAD 640, EDAD 643, and EDAD 645. Deletion of the requirement for the EDAD 683 course will resolve this issue.
- While the content of the courses currently coded as prerequisites (EDAD 588, EDAD 677, and EDAD 684) is essential to success in the program, the courses do not include information which is foundational to objectives in the core courses of the program. These courses may be taken during completion of the program without any negative impact on the progression of student learning. Since the courses are required but do not count toward the program hours, they should be considered program deficiencies.
- The second paragraph under program requirements contains incorrect information and, therefore, needs to be deleted.

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

- Fall 2013

6. Dates of prior committee approvals:

EALR Department 2/26/13

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council (for information) _____

University Senate (for information) _____

College of Education and Behavioral Sciences
Department of Educational Administration, Leadership and Research
Proposal to Revise a Program
(Action Item; Information Item after PEC approval)

Contact Person: Tony Norman, tony.norman@wku.edu, (270) 745-3061

1. Identification of program:

- 1.1 Current program reference number: 131
- 1.2 Current program title: School Administration, Instructional Leader, School Principal, All Grades (Certification only)
- 1.3 Credit hours: 30 hours

2. Identification of the proposed program changes:

- Deletion of one prerequisite course
- Change of courses from prerequisites to deficiencies
- Delete a paragraph with incorrect information about the program.

3. Detailed program description:

Current Program	Proposed Program
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</p> <p>The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree.</p> <p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160; 	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website. Specific details regarding admission requirements will be found on the department's Website, in the Graduate Catalog, and in the department's admission packet. The basis for this program revision is 16 KAR3:050 Instructional Leadership-School principal, All Grades.</p> <p>The revised Principal Preparation Program, effective fall 2011, is a certification program involving a minimum of 30 hours of studies beyond the master's degree.</p> <p>Admission Requirements</p> <ol style="list-style-type: none"> 1. A master's degree; 2. Three years of documented teaching experience in a public school or a nonpublic school that meets the state performance standards as established in KRS 156.160;

3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
 - (a) Letters of reference
 - (b) Professional portfolio
 - (c) Prerequisite course assessments
 - (d) School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

Program Requirements

A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification.

Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.

Prerequisites—12 hours

- EDAD 588 Allocation and Use of Resources
- EDAD 677 Legal Issues for Professional Educators
- EDAD 683 Leading Teaching and Learning
- EDAD 684 Instructional Leadership

3. A GPA of 3.0 or higher on all graduate work;
4. Complete a program admission packet requiring:
 - (a) Letters of reference
 - (b) Professional portfolio
 - (c) **Prerequisite Deficiency** course assessments
 - (d) School district agreement of support;
5. Be recommended based on an interview with district practitioners and department faculty.

Program Requirements

A minimum of 30 semester hours is required; at least 15 hours must be WKU credit. Students must have previously completed a master's degree program, which would qualify for Rank II salary classification.

~~Therefore, the student will complete all 27 hours in Educational Administration course work. The total graduate hours must equal at least 60 hours to be recommended for Rank I. Field experiences are required in most courses. A portfolio is an exit requirement. Continuing certification is contingent upon additional Level II courses completed and/or the completion of Kentucky Department of Education approved professional development.~~

~~Prerequisites—12 hours~~

- ~~Deficiencies—9 hours~~**
- Students will be required to take the following courses in addition to the required program hours.**
- EDAD 588 Allocation and Use of Resources
- EDAD 677 Legal Issues for Professional Educators
- EDAD 683 Leading Teaching and Learning**
- EDAD 684 Instructional Leadership

Level I Required Core—18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core—12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)	Level I Required Core 18 hours EDAD 640 Introduction to School Leadership EDAD 641 Building Culture and Community EDAD 642 Leveraging Community Systems and Resources EDAD 643 Securing and Developing Staff EDAD 644 Creating Organizational Structures and Operations EDAD 645 Practicing the Principalship Level II Required Core 12 hours EDAD 694 Seminar in Education Administration (6 hours) Advisor-approved electives (6 hours)
--	--

4. Rationale for the proposed program change:

- Course objectives and content for the EDAD 683 course are redundant with the requirements for the core courses of EDAD 640, EDAD 643, and EDAD 645. Deletion of the requirement for the EDAD 683 course will resolve this issue.
- While the content of the courses currently coded as prerequisites (EDAD 588, EDAD 677, and EDAD 684) is essential to success in the program, the courses do not include information which is foundational to objectives in the core courses of the program. These courses may be taken during completion of the program without any negative impact on the progression of student learning. Since the courses are required but do not count toward the program hours, they should be considered program deficiencies.
- The second paragraph under program requirements contains incorrect information and, therefore, needs to be deleted.

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

- Fall 2013

6. Dates of prior committee approvals:

EALR Department 2/26/13

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council (for information) _____

University Senate (for information) _____

Global Pathways Initiative

The College of Education and Behavioral Sciences received funds to create a task force to determine the best strategy to ensure that students have an opportunity to understand their discipline in a global context. The Global Pathways Initiative Task Force met the past year and a half to generate ideas to raise the international dimensions of faculty and student work. One key goal was to develop a generic module on Globalization Principles that could be integrated into each program area. This module is part of the strategies to ensure that every student who earns a degree from WKU has acquired knowledge, skills, and attitudes to meet the University's five standards of international reach:

- appreciate and demonstrate their knowledge of the global diversity of peoples, ideas, theories, cultures and values and incorporate this knowledge into their academic, social and personal lives.
- utilize global perspectives to think critically, solve problems and cope in unfamiliar situations.
- demonstrate their ability to negotiate meaning, communicate and interact with people of different nationalities and cultures.
- demonstrate respect for global diversity and our common natural and physical environment.
- develop the capacity to be engaged as citizen leaders in global issues, at the local, national or international level, acting as agents of change within campus and beyond.

The Global Pathways Task Force would like to recommend that each program area integrate concepts from the module into the curriculum.