

CEBS CURRICULUM COMMITTEE

3:00 pm – April 5, 2016

GRH 3073

- I. Approval of Minutes of the March 1, 2016 CEBS Curriculum Committee. (These minutes can be located 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 Program – 774, Science and Mathematics Education
2. Revise Course – LTCY 524, Content Area Literacy
3. New Course – SEC 350, Clinical Practices in Secondary Teaching I
4. New Course – SEC 450, Clinical Practices in Secondary Teaching II

Counseling and Student Affairs

1. Create New Certificate Program - College and Career Readiness
2. New Course – CNS 500, College Career Readiness Foundations
3. New Course – CNS 501, College and Career Consultation and Collaboration
4. New Course – CNS 502, College and Career Program Development and Evaluation
5. New Course – CNS 503, Practicum in College and Career Readiness
6. Revise Program – 145, Student Affairs in Higher Education

From the Office of the Dean

1. Revise Program – 042, Education and Behavioral Science Studies, MAE

III. Other Business

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

Contact Person: Martha M. Day, Martha.day@wku.edu, 270-745-4411
Les L. Pesterfield, lester.pesterfield@wku.edu, 270-745-3603

- 1. Identification of program:**
 - 1.1 Current program reference number: 774
 - 1.2 Current program title: Science and Mathematics Education
 - 1.3 Credit hours: 34

- 2. Identification of the proposed program changes:**
 - addition of LTCY 421

- 3. Detailed program description:**

Science and Mathematics Education CURRENT PROGRAM	Science and Mathematics Education PROPOSED PROGRAM
<p>The Science and Mathematics Education program requires completion of 34 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <p style="padding-left: 40px;">SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</p> <p style="padding-left: 40px;">SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs</p> <p style="padding-left: 40px;">SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs</p> <p style="padding-left: 40px;">SMED 320 Classroom Interactions - 3 hrs</p> <p style="padding-left: 40px;">SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs</p> <p style="padding-left: 40px;">SMED 340 Perspectives on Science and Mathematics - 3 hrs</p> <p style="padding-left: 40px;">SMED 360 Research Methods for Science and Math Teachers - 3 hrs</p> <p style="padding-left: 40px;">SMED 470 Project-Based</p>	<p>The Science and Mathematics Education program requires completion of 37 hours of professional education courses. The recommended General Education mathematics course is either MATH 117 or MATH 118. The required courses are:</p> <p style="padding-left: 40px;">SMED 101 Introduction to Inquiry-Based Approaches to Teaching - 1 hr</p> <p style="padding-left: 40px;">SMED 102 Introduction to Inquiry-Based Lesson Design - 2 hrs</p> <p style="padding-left: 40px;">SMED 310 Knowing and Learning in Mathematics and Science - 3 hrs</p> <p style="padding-left: 40px;">SMED 320 Classroom Interactions - 3 hrs</p> <p style="padding-left: 40px;">SPED 330 Intro to Exceptional Education: Diversity in Learning - 3 hrs</p> <p style="padding-left: 40px;">SMED 340 Perspectives on Science and Mathematics - 3 hrs</p> <p style="padding-left: 40px;">SMED 360 Research Methods for Science and Math Teachers - 3 hrs</p> <p style="padding-left: 40px;">SMED 470 Project-Based</p>

<p>Instruction - 3 hrs SMED 489 Student Teaching Seminar - 3 hrs</p> <p>MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)</p> <p>Program total: 34 semester hours</p>	<p>Instruction - 3 hrs SMED 489 Student Teaching Seminar - 3 hrs LTCY 421 Content Reading in the Middle and Secondary Grades – 3 hrs</p> <p>MGE/SEC 490 Student Teaching - 10 hrs(MGE 490 for students seeking middle grades certification or SEC 490 for students seeking for students seeking secondary certification)</p> <p>Program total: 37 semester hours</p>
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4. Rationale for the proposed program change:

The program revision entails the addition of LTCY 421 to meet the new requirement for teacher certification set forth in 16 KAR 5:060, Literacy Preparation for Teachers of Middle and High School Students. Teacher candidates who enter their preparation programs on or after August 1, 2016 must take a three (3) hour content literacy course aligned to the six (6) International Literacy Association Standards 2010: Middle and High School Content Classroom Teacher.

5. Proposed term for implementation and special provisions (if applicable): Fall 2016

6. Dates of prior committee approvals:

Department/ Unit	<u>03/18/2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Revise a Course
(Action)**

Date: March 14, 2016

College, Department: CEBS, School of Teacher Education

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

Identification of course

- 1.1 Course prefix (subject area) and number: LTCY 524
- 1.2 Course title: Content Area Literacy

1. Proposed change(s):

- 1.1 course number:
- 1.2 course title:
- 1.3 credit hours:
- 1.4 grade type:
- 1.5 prerequisites: LTCY 519 or instructor permission for students enrolled in Literacy MAE program. No prerequisite for other graduate students required.
- 1.6 corequisites:
- 1.7 course description:
- 1.8 other:

2. Rationale for revision of course: A recent mandate (16 KAR 5:060) requires all students receiving initial teacher certification to take a content area literacy course. The removal of the prerequisite for students in this position would allow this course to meet the mandate. Students enrolled in the Literacy MAE will still be required to take LTCY 519 or instructor permission before taking LTCY 524.

3. Term of implementation: Fall 2016

4. Dates of committee approvals:

Department	03/18/2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and disciplining high school students.

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

- 2.2 Projected enrollment in the proposed course: The projected enrollment for this course is based on the number in our current cohort, typically 10 students.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course combines SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education created two blocks of courses that were taught in the public high schools. In the first semester teacher candidates took SEC 351 and SEC 352, with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates needed more classroom management support earlier. So, classroom management strategies were introduced in the first semester. This course proposal would formalize the current structure.

In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School (ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

- 2.4 Relationship of the proposed course to courses offered in other departments: Several other departments include clinical experiences as a required component of their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical Fundamentals in Nursing (NURS 334). The School of Teacher Education is

modeling the clinical teacher education courses after the medical model of clinical experiences.

- 2.5 Relationship of the proposed course to courses offered in other institutions: The Council for Accreditation of Educator Preparation in indicator 2.1 entitled Clinical Partnerships and Practices states: “The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P- 12 students.”

With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU’s program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

3.1 Schedule type: H

3.2 Learning Outcomes: *Teacher candidates will...*

- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
- Develop instructional outcomes that are clear, are written in the form of secondary student learning, and suggest viable methods of assessment.
- Design learning outcomes that represent rigorous and important learning in the secondary content discipline.
- Design assessments for high school classroom with criteria and aligned to standards.
- Plan a well-developed strategy for using formative assessment.
- Create lesson plans with a) an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, and e) display awareness of a variety of resources within the secondary school and on the Internet.

- Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, and j) appropriate pacing.
- Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.

3.3 Content outline:

- Teacher professionalism
- Higher-order thinking instructional tasks
- Learning target and objectives
- Formative and summative assessment
- Teaching strategies
- Curriculum development and lesson planning
- Lesson implementation
- Classroom management
- Diversity relating to both teacher/student relations and curriculum content
- Questioning
- Effective teaching practices
- Reflection

3.4 Student expectations and requirements:

- Professionalism and self-evaluation
- Develop tasks at various thinking levels
- Formative and summative assessment performance task
- Questioning performance task
- Classroom management performance task
- Lesson plan including teaching strategies and differentiation
- Delivery/implementation of lesson plan
- Reflection papers and conferences

3.5 Tentative texts and course materials:

- Roberts, J.L., & Inman, T.F. (2009). *Strategies for differentiating instruction: Best practices for the classroom* (2nd ed.). Waco, TX: Prufrock Press.
- Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the Common Core*. Larchmont, NY: Eye on Education.
- Walsh, J.A., & Sattes, B.D. (2011). *Thinking through quality questioning*. Thousand Oaks, CA: Corwin.
- Burden, P.R., & David, M. B. (2013). *Methods for effective teaching: Meeting the needs of all students*. New York, NY: Pearson.
- Maxwell, M., Stobaugh, R., & Tassell, J. (2016). *Real-world learning framework for secondary schools: Digital tools and practical strategies for successful implementation*. Bloomington, IN: Solution Tree.

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for nine hours of instruction, observation, evaluation, and mentoring of secondary teacher education students. The course would be capped at 10 students due to the observations.
- 5.2 Special equipment needed: N/A
- 5.3 Expendable materials needed: N/A
- 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation:

Fall 2016

7. Dates of prior committee approvals:

School of Teacher Education	3/18/16
College of Education Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: SEC 450
- 1.2 Course title: Clinical Practices in Secondary Teaching II
- 1.3 Abbreviated course title: Clinical Prac in Sec Teaching II
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 1 Variable credit: No
- 1.5 Grade type: Standard letter grade
- 1.6 Prerequisites: SEC 350; Corequisite: LTCY 421 and appropriate content methods courses (e.g. SEC 475, SEC 481)
- 1.7 Course description: Develop an advanced knowledge of planning, implementation of instruction, assessment, diversity, and classroom climate for a secondary student population. Clinical experiences are required.

2. Rationale:

- 2.1 Reason for developing the proposed course:
At this time teacher candidates take a combination of SEC 351, SEC 352, and SEC 453 between two semesters. The new clinical model requires the content of these classes be appropriately placed when it is most effective (for example, classroom management taught earlier in the program). In addition, clinically-based teacher education programs devote several semesters for teacher candidates to practice and refine their teaching skills over a broader period of time, which more closely models actual classroom teaching. With this proposal, teacher candidates will teach in high school classrooms two days a week, beginning two semesters prior to student teaching, with this course being the second clinical course.

The proposed model will provide more consistent and structured field experiences for teacher candidates and more authentic assessment measures conducted by WKU faculty. In addition, as it has become more challenging to make field placements, this course enables teacher candidates to complete the field requirements in one school, instead of previously being placed at three different sites for the three different courses. As the secondary teacher candidate program moves to a more clinically-based program, a new structure is needed. This course will be taught in the public schools. Teacher candidates will be in the clinical setting for approximately fourteen hours per week in this course while also taking LTCY 421 and their content area methods class. Time will be flexibly managed so teacher candidates can practice the skills taught in the WKU class immediately

after instruction in the high school classroom. WKU faculty will mentor, observe, and evaluate teacher candidates as they apply their skills in the secondary classroom. With the increased amount of field hours required by the state (200 field hours prior to student teaching), this course helps teacher candidates obtain over 100 field hours while authentically engaging in the high school classroom via teaching, evaluating, conferencing, and managing high school students..

The proposed class will be aligned with opportunities for teacher candidates and WKU faculty to engage in teacher education practices and processes within the actual high school classroom environment. The current paradigm includes teacher candidates receiving instruction in a university classroom setting and being expected to carry out that instruction at a later time, often waiting until student teaching. The clinical model, including the proposed class, will facilitate direct application of teaching and learning in a real high school classroom.

2.2 Projected enrollment in the proposed course: The projected enrollment for this course is three teacher candidates per class to ensure enough faculty time to conduct observations, evaluations, and mentoring.

2.3 Relationship of the proposed course to courses now offered by the department: Three years ago, the Council for Post-Secondary Education awarded WKU a grant to revise our secondary education program to make it more clinical. Secondary Education developed two blocks of courses that were completely taught in the public high schools. In the second semester teacher candidates took Management of Instruction (SEC 453), a Social Studies or English methods course (SEC 475 or SEC 481), and LTCY 421 (Reading in the High School), with classes being held in the local high schools. After class, teacher candidates then practiced those skills immediately in the high school classroom with WKU faculty observing and mentoring them. With the clinical model it became evident that teacher candidates need more classroom management support earlier. So, classroom management strategies were introduced in the first semester.

This course is an extension of SEC 351 (Teaching Strategies), SEC 352 (Planning for Diversity), and SEC 453 (Management for Instruction). It reinforces the content taught in the first block of clinical courses as teaching is a rigorous process.

In Elementary Education, the program has grouped courses to create two semesters of blocked classes so teacher candidates can work and learn in the clinical setting for an entire school day. In the first block, teacher candidates take Student Diversity in the Classroom (ELED 355), Teaching Strategies for Elementary Teachers II (ELED 365), and Materials and Methods in Social Studies Course (ELED 407). In the second block of courses, teacher candidates sign up for Teaching Mathematics in the Elementary School (ELED 405), Teaching Science in the Elementary School (ELED 406), and Senior Projects in Elementary Education (ELED 465).

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their program. Dental Hygiene has Clinical Dental Hygiene I (DH 271), Clinical Dental Hygiene II (DH 271), and Clinical Dental Hygiene III (DH 370). During these courses WKU students are supervised by a licensed dental hygienist as they practice the real-world skills of dental hygiene. In Nursing, they have several clinical classes that meet for 7.5 hours one day a week in a clinical setting. These classes include Clinical Mental Health Nursing (NURS 344) and Clinical: Fundamentals in Nursing (NURS 334). The School of Teacher Education is modeling the clinical teacher education courses after the medical model of clinical experiences.

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With this demand for more clinically-based programs, universities are beginning to revise curriculum. Eastern Kentucky University has six clinical courses including a year-long residency (CED 450 and CED 499). Similar to the proposed course, they are evaluating candidates based on students' performance data; formative and summative assessments; data from structured observations of candidates' classroom skills by supervising teachers and clinical educators, and professional dispositions. Similar to WKU’s program, teacher candidates are regularly evaluated on their teaching performance using a performance rubric aligned with the Kentucky Teacher Standards and the Teacher Professional Growth and Evaluation System (TPGES).

3. Discussion of proposed course:

- 3.1 Schedule type: H
- 3.2 Learning Outcomes: This course will reinforce principles taught in SEC 350. Teacher *candidates will...*
- Display high standards relating to the *Kentucky School Personnel Code of Ethics* such as honesty, integrity and confidentiality in interactions with colleagues, students, and the public.
 - Create lesson plans which a) demonstrate an accurate understanding of prerequisite relationships among topics and concepts, b) reflect familiarities with a wide-range of effective pedagogical approaches to the content discipline, c) demonstrate an understanding of the active nature of secondary student learning, d) indicate reasonable time allocation and significant cognitive challenge, e) display awareness of a variety of resources within the secondary school and on the Internet, f) incorporate differentiated strategies,

- g) utilize effective approaches for their content area, and h) include appropriate literacy strategies.
 - o Teach multiple lessons that include a) questions designed to promote thinking and understanding, b) discussions that successfully engage secondary students, c) friendly and respectful relations with students, d) effective response to disrespectful behavior among students, e) classroom routines and procedures to maximize instructional time, f) stated instructional purpose of the lesson, g) effective use of resources including technology tools, h) spoken and written language that is clear and correct and vocabulary appropriate to the secondary students' ages and interests, i) learning tasks aligned with instructional outcomes and designed to challenge student thinking, j) proper pacing, k) appropriate response to diverse learners, l) utilize effective approaches for their content area, and m) include appropriate literacy strategies.
 - o Reflect accurately on the lesson's effectiveness and the extent to which it achieves its instructional outcomes.
- 3.3 Content outline:
- o Teacher professionalism
 - o Advanced strategies and techniques to address the diversity in the classroom
 - o Advanced content area and literacy strategies
 - o Advanced classroom management strategies
 - o Reflection
- 3.4 Student expectations and requirements:
- o Professionalism and self-evaluation
 - o Lesson planning
 - o Delivery/implementation of lesson plan
 - o Reflection papers and conferences
- 3.5 Tentative texts and course materials: The course will continue to use the texts from the first semester building and reinforcing key goals.
- o Lemov, D. (2010). *Teach like a champion: Forty-nine techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- 4. Resources:**
- 4.1 Library resources: Library resources are adequate for the needs of this course.
 - 4.2 Computer resources: Computer resources are adequate for the needs of this course.
- 5. Budget implications:**
- 5.1 Proposed method of staffing: One existing WKU School of Teacher Education professor would be loaded for one hour of instruction. The course would be capped at three students due to the observations, evaluations, and mentoring of secondary teacher education students.
 - 5.2 Special equipment needed: N/A
 - 5.3 Expendable materials needed: N/A
 - 5.4 Laboratory materials needed: N/A

6. Proposed term for implementation:
Fall 2016

7. Dates of prior committee approvals:

School of Teacher Education

3/18/16

College of Education Curriculum Committee

Professional Education Council (if applicable)

Undergraduate Curriculum Committee

University Senate

Certificate Program - Create New (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Identification of program:

- 1.1 Program title: College and Career Readiness
- 1.2 Required hours: 15 credit hours
- 1.3 Program Description: This certificate program is for graduate students who are interested in the college and career readiness of P-16 students; with a specific focus on interacting and intervening with this target population, as well as developing professional relationships with school-related stakeholders. The College and Career Readiness (CCR) certificate is created to support the career and college readiness needs of local, regional, and national P-16 students. It will be offered on WKU's Bowling Green campus; courses will be taught by CNS faculty with the integration of experts from local businesses and schools. Students will have opportunities to participate in action research and service learning consultation activities. This certificate program will play a leading role in Kentucky's economic and social development by preparing CCR graduates to prepare P-16 students to join a high quality educated workforce in an area of local, regional, and national need. Additionally, it will meet the needs of area schools by providing specific training to the personnel being hired or asked to work with students in the areas of college and career readiness. It will also serve to help build and maintain networks between districts and industry in Bowling Green.
- 1.4 Classification of Instructional Program Code (CIP): 13.11

2. Learning outcomes of the proposed certificate program:

This program is designed to enhance one's knowledge and skills related to college and career readiness for elementary and high school students. Upon completion of this certificate, graduates will be able to:

- Understand administrative aspects of college and career readiness including program development, evaluation, budgets, and leadership.
- Learn basic college and career readiness foundations such as career theory and assessment, financial aid, academic planning, practical experience, and regional outlook.
- Effectively network and build collaborative relationships with local and regional businesses
- Explore the importance of advocacy and leadership skills, relationships, and resources for delivering CCR information and programs (such as college fair, job shadowing, apprenticeship, etc.) to their students.
- Examine consultation as it applies to CCR including basic models, relevant ethical and legal issues, organizational structure, and ways to seek and provide consultation.
- Ensure information is delivered to students, parents, teachers, and other stakeholders in an effective and useful way.
- Learn and practice helping skills to better work with students, parents, and stakeholders from all ages, ethnic, and cultural groups.

- Learn social and emotional skills, critical thinking, and problem solving skills that are necessary to be Life-Ready

3. Rationale:

3.1 Reason for developing the proposed certificate program:

The College and Career Readiness program is designed to:

- Make secondary school topics, training, and career awareness relevant to the current local workplace. This engages students and creates graduates who are better trained for local industry so our highly qualified citizens will remain in the area, contribute to an expanding economy, and support work in local businesses.
- Train and empower graduates of the program (i.e., clinical mental health counselors, school counselors, teachers, college & career readiness coaches) in traditional college and career readiness but also in regionally-relevant ways by partnering with local businesses to help students, teachers, counselors, administrators, and parents gain more knowledge on career opportunities available.
- Support the needs of regional businesses through intentional collaboration, networking and planning focused on workforce development. The program will account for what is currently relevant and what is missing in the high school and college curriculums in order include curricula that prepares students to enter the workforce by aligning education and training that is relevant to their needs.
- Align with various national, state and local initiatives such as the following:
 - **National initiatives**
 - *Michelle Obama's "Reach Higher" campaign* included a "White House Convening on College and Career Readiness" at San Diego State University in Dec 2014 and she also spoke at the American School Counseling Conference in July 2014 [discussing the value of CCR](#) and voiced her concern that school counselors are not being specifically trained on CCR.
 - *Department of Education [College and Career-Ready Standards and Assessments](#)*
 - The administration has reauthorized the *Elementary and Secondary Education Act (ESEA)* which includes developing better assessments aligned with rigorous college and career-ready standards. The Every Student Succeeds Act (ESSA 2015) also passed.
 - "Schools, districts, and states that are successful in reaching performance targets, significantly increasing student performance for all students, closing achievement gaps, or turning around the lowest-performing schools (at the district and state levels) will be recognized as "Reward" schools, districts, and states. States will receive funds to design innovative programs to reward high-poverty Reward schools and districts" (p. 5). Those who are on the other end must implement a school turnaround model.
 - *American School Counseling Conference (ASCA)* provides CCR training tools for P-12 as webinars, training tools, and it is an integral part of the ASCA National Model – "[ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student](#)"
 - **State initiatives**

- *Kentucky National Career Readiness Certification Center* (NCRC.ky.gov) offers an ACT WorkKeys “assessment-based credential that gives employers and job seekers a portable and uniform measure of key workplace skills.”
- *Kentucky Office of Career and Technical Education* (KYTech.ky.gov) has an article “[Making the case for college and career coaches](#)”
- *Kentucky College & Career Readiness Coaches* were introduced into schools in 2014 in response to Senate Bill 1 (2009) and nearly \$7.8 million of [GRREC’s \\$40 million grant](#) supported the training for the CCRCs in the schools. However, their training was not in counseling or in a single program because there was no specific program designed to meet their needs at that time. The grant was written specifically to bring together a group of individuals with unique skills to problem solve how to create and sustain CCR centers and opportunities in the high schools. Through observations and discussions with the group, GRREC was informed of the challenges and needs. Several of the superintendents indicated the intent to find funding to keep their CCRC employed after the grant ends. The end in mind was to break away from the traditional duties of a guidance counselor in order to think and create new innovative best practices for students to be life-ready. This program is designed to consolidate the training and education into a single program and/or serve as potential graduate students pursuing advanced education for the teaching certification or as a precursor to continuing onto their school counseling degree.

Kentucky Annual Economic Report ([2015](#)) from UK, reports:

- “only 19 percent of Kentucky’s recent high school graduates are considered “college ready” in all four tested subjects- English, reading, mathematics, and science” (p. 76).
- “An estimated 56 percent of Kentucky’s jobs will require some college by 2020... The unemployment rate for those without a high school degree was around 15 percent – compared to 2.3 percent for those with at least a 4-year degree” (p. 78).

○ **Local initiatives**

- *Covey contract* under development in Warren County schools to build high school curriculum that incorporates training for all students. Elementary and Middle School include *Leader in Me* and the *7 Habits of Success*. *Chamber-Government-Education-Industry partnership* will focus on ways in which to provide opportunities related to but not limited to the following:
 - Plans include “Next Generation Ford Academies” for major job sectors. *This will create engagement for up to 80 students* in each career academy but doesn’t necessarily address the needs of all students. Each school will continue to add career academies over time. Therefore, training teachers, CCR coaches, and school counselors in CCR could lead to a smoother implementation of these programs across the high school curriculum.
 - There is a planned “World of Opportunity” interactive tradeshow in Nov 2016 connecting 8th grade students with industry partners but could be expanded to others including college students.

- School programs in Nashville, TN and Rockford, IL that currently use the career academies are improving high school attendance and scores, not by focusing on test preparation but by better preparing students for college and careers and making school relevant to them through similar efforts.
- *An Urgent Call to Action in Support of Manufacturing* for South Central Kentucky/Barren River Region was issued in June 2013 projecting that “approximately 4,500 good manufacturing jobs will be available over the next three years, and almost 9,000 by 2020.” With currently 1,000 job openings that are unfilled now, connecting our graduates with these jobs will be essential to keeping these businesses in the region. Manufacturing is the largest employment sector in the region so their project is designed to “Develop a Collaborative Action Plan, driven by regional manufacturers, with strategies that align education and training provider outputs with employer needs” (p. 2). They discussed several major findings and recommendations (p. 2)
 - **Finding:** Education and training providers function in relative isolation. **Recommendation:** Build an articulated career pathway system designed to address manufacturers’ needs and strengthen education-education partnerships.
 - **Finding:** Business-education partnerships happen as disconnected pockets of activity. **Recommendation:** Greatly expand and coordinate business-education partnerships to link real-world experiences with classroom learning.
 - **Finding:** No aggregated “business voice” exists to drive and monitor change. **Recommendation:** Implement a “network of networks” business model to promote business-business partnerships.
 - **Finding:** No coordinated marketing/outreach campaign is in place to promote career opportunities. **Recommendation:** Launch a regional marketing/outreach plan to promote the high-wage career opportunities available in manufacturing.

3.2 Relationship of the proposed certificate program to other programs now offered by the department: There is a certificate in Career Services housed in this department which includes various career-related course. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This program being proposed is specifically related to training graduate students to work with elementary, middle, and high school students in areas such as college and career readiness; career consultation and collaboration; college and career program development and evaluation.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: Certificate programs offered in other departments at WKU are not similar to this one. There are no other certificate programs related to this one. In fact, no other certificate program has a target population of children in the P-16 range. Further, the courses included in this certificate program are specific to working with children within this range, with attention paid to legal, ethical and best practices within school systems. As previously mentioned, this is a new initiative across the country, region and state. This certificate would be the first in its kind to be offered within the state of Kentucky.

- 3.4 Projected enrollment in the proposed certificate program: Students will be solicited from within the department (i.e., targeting students enrolled in the Clinical Mental Health Counseling and School Counseling programs). Additionally, students enrolled various CEBS graduate programs will be solicited. Furthermore, this certificate program is a response to a collaborative relationship established between the Department of CNS and the Bowling Green Chamber of Commerce aimed at addressing the points noted in the Rationale 3.1., above. The Chamber will assist in soliciting the program. Enrollment is expected to be to enrollment in the other counseling programs; namely, approximately 10 students per academic year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): There is currently no single program focused on CCR training in Kentucky. A review of related graduate and training programs across the country included approximately 18 programs, none of which specifically focus on Career and College Readiness or an emphasis on elementary, middle, and high school students. For example:
- Career Counseling, Florida State University. For counseling graduate students with an emphasis on career counseling across the lifespan.
 - Counseling and Career Development, Colorado State University. For counseling graduate students; and places emphasis on career development across the ages.
 - Life and Career Coaching, Rider University. Not specifically related to College and Career
 - College Counseling and Student Development, St. Cloud State University. Focus is on career counseling at the university level.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: This certificate program addresses all aspects of WKU's mission: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.*
- It matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success.
- More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare graduates with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).
4. **Admission Criteria:** Applicants must have a bachelor's degree and must meet minimum admission requirements to the Graduate School.
5. **Curriculum:** The curriculum will include:

CNS 500 College and Career Readiness Foundations. 3 credit hours. Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.

CNS 501 College and Career Consultation & Collaboration. 3 credit hours. Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems

CNS 502 College and Career Program Development & Evaluation. 3 credit hours. Program development and evaluation, with emphasis on P-16 college and career development and readiness

CNS 503 Practicum in College and Career Readiness. 3 credit hours. Supervised experiences in college and career readiness setting/s

The above four courses are also new course proposals.

CNS 556 Developmental Career Counseling. 3 credit hours. Integrates the career counseling process into the life span from early childhood through older adulthood. Career development theories; career assessment instruments; educational resources; placement; follow up and evaluation. Interrelationships among work, marital, family, and other life roles including multicultural and gender issues.

The above course is a standing course in the Department of CNS

6. **Budget implications:** The program will primarily be online and should not require expensive resources. Additionally, a grant proposal has been submitted to help fund budgetary items for the program. The existence of this program should lead to increased enrollment in the Department of Counseling and Student Affairs. Existing faculty will teach the existing, as well as new courses.
7. **Term of implementation:** Beginning as soon as possible; on going.
8. **Dates of committee approvals:**

Department	<u>03/23/2016</u>
College Curriculum Committee	_____
Office of Academic Affairs (if ≥18 hour program)	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____
Board of Regents	_____

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 500
- 1.2 Course title: College and Career Readiness Foundations
- 1.3 Abbreviated course title: CCR Foundations
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Overview of college and career readiness; roles and duties of college and career readiness helpers within the school system; and legal, ethical, standards-related issues and implications.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: The course will be used as a part of required coursework for a new concentration being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). Additionally, it will be used as part of a graduate certificate program being developed in College and Career Readiness. This certificate program will be open to all students enrolled in the Department of Counseling and Student Affairs; and students enrolled in the CEBS MAE program. Furthermore, this certificate program addresses all aspects of WKU's mission including: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Additionally, it matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be

enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

- 2.2 Relationship of the proposed course to other courses at WKU: There is a certificate in Career Services housed in this department which includes various career-related courses. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This course being proposed is specifically related to training students to work with elementary, middle, and high school students in the areas of career and college readiness.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completing this course, students will:

- Gain knowledge regarding relevant ethical and legal considerations for working with students in schools.
- Understand national, state, and local standards related to college and career readiness in schools.
- Gain knowledge about college preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
- Understand financial aid resources, application, and process (i.e., applications, scholarships, loans)
- Be able to assist students in academic planning for and throughout: college (i.e., goal setting, matriculation, college applications, course requirements & prerequisites); technical training; military; work force options; and small business opportunities (entrepreneur)
- Be able to identify individual student needs for support in college and career readiness.
- Be able to provide knowledge and support to parents related to college application, financial aid requirements, and career opportunities for students.
- Understand the impact of globalization on careers and the workplace.

3.3 Content outline:

- Ethical and legal issues associated with the school system and minors
- Standards of practice related to college and career readiness in schools
- College preparation requirements including standardized tests, structuring essays, letters of recommendation, application completion, and college visitation.
- College application process (including financial aid resources, application)
- Best practices in career and college planning

- Individual Development and Needs Assessment and Intervention
- Working with the System (providing support to parents)
- Career and Work Globalization

3.4 Student expectations and requirements:
Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

(2014). *2015 Scholarship handbook*. New York, NY: The College Board.

(2016). *Getting financial aid 2017*. New York, NY: The College Board.

Bauld, H. (2012). *On writing the college application essay: The key to acceptance at the college of your choice*. New York, NY: Collins Reference.

Chany, K., Martz, G. & Clinton, B. (2015). *Paying for college without going broke*. New York, NY: Penguin Random House LLC.

Conley, D. (2014). *Getting ready for college, careers, and the common core: What every educator needs to know*. San Francisco, CA: Jossey-Bass.

Conley, D. (2012). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass John Wiley distributor.

Conley, D. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready*. San Francisco, CA: Jossey-Bass.

Fiske, E., & Logue, S. (2015). *Fiske guide to colleges 2016*. Naperville, IL: Sourcebooks.

Gelb, A. (2013). *Conquering the college admissions essay in 10 steps: crafting a winning personal statement*. New York, NY: Ten Speed Press.

Ivey, A., & Chisolm, A. (2013). *How to prepare a standout college application: Expert advice that takes you from LMO* (*like many others) to admit*. San Francisco, CA: Jossey-Bass, a Wiley brand.

Johnson, D. (2014). *School law primer: A working legal guide for educational leaders*. Middletown, DE: CreateSpace Independent Publishing Platform.

Mamlet, R. & VanDeVelde, C. (2011). *College admission: From application to acceptance, step by step*. New York, NY: Three Rivers Press.

4. Budget implications:

4.1 Proposed method of staffing: Existing faculty from the Department of Counseling and Student Affairs will teach courses, as well as adjunct instructors who have training, skills and expertise in the area. Adding this new course will not cost additional faculty lines. The department course schedule will be designed so that course is offered consistently, yet does not require any faculty to teach an overload.

4.2 Special equipment, materials, or library resources needed: Existing equipment, materials, and library resources are sufficient for this program.

5. **Term for implementation:** Fall 2017

6. **Dates of committee approvals:**

Department	03-23-2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 501
- 1.2 Course title: College and Career Consultation & Collaboration
- 1.3 Abbreviated course title: Consultation and Collaboration
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ___ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Consultation models, professional collaborations, and application of concepts and skills with an emphasis on college and career readiness within school macro and micro systems
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: The course will be used as a part of required coursework for a new concentration being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). Additionally, it will be used as part of a graduate certificate program being developed in College and Career Readiness. This certificate program will be open to all students enrolled in the Department of Counseling and Student Affairs; and students enrolled in the CEBS MAE program. Furthermore, this certificate program addresses all aspects of WKU's mission including: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Additionally, it matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including

those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

- 2.2 Relationship of the proposed course to other courses at WKU: There is a certificate in Career Services housed in this department which includes various career-related courses. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This course being proposed is specifically related to training students to work with elementary, middle, and high school students in the areas of career and college readiness.

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completing this course, students will:

- Understand basic consultation models pertaining to working with systems/individuals
- Gain knowledge about the past, present, and future regional industry trends regarding education and employment opportunities that support growing economies
- Build professional relationships and develop partnerships within education and industry in order to connect students to college and career resources and opportunities
- Apply basic professional consultation models and concepts by seeking consultation from a local business partner in order to create an effective educational or guidance lesson in their specialty area relevant to regional career opportunities
- Apply knowledge of professional consultation models and concepts by providing consultation to an educational professional on integrating CCR-related material into their classroom
- Understand how to make college and career-related topics relevant to course material across a variety of specialty areas
- Expand knowledge of various regional business by conducting professionally appropriate informational interviews, site visits, and/or virtual tours

3.3 Content outline:

- Basic consultation models pertaining to working with systems/individuals
- Trends within industry regarding education and employment opportunities to support a growing economy

- Relevant professional relationships and partnerships within education and industry by which students are connected to college and career resources and opportunities
- Best practice in applying consultation models and concepts within various systems (school, community)
- College and career-related topics relevant across a variety of specialty areas
- Regional and local businesses and industry

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

- Brigman, G. (2005). *School counselor consultation: Developing skills for working effectively with parents, teachers, and other school personnel*. Hoboken, NJ: J. Wiley & Sons.
- Dettmer, P., Thurston, L. P., & Dyck, N. J. (2004). *Consultation, collaboration, and teamwork for students with special needs* (5th ed.). Boston, MA: Allyn & Bacon.
- Crothers, L.M., Hugheys, T. L., Morine, K. A., & Erchul, W. (2008). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York, NY: Routledge.
- Erchul, W., & Martens, B. K. (2012). *School consultation: Conceptual and empirical bases of practice* (3rd ed.). New York, NY: Springer.
- Kampwirth, T.J., & Powers, K.M. (2011). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems* (4th ed.). New York, NY: Pearson.
- Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in schools a practical guide to transforming school communities*. Philadelphia, PA: Jessica Kingsley Publishers.
- Thousand, J., Villa, R. & Nevin, A. (2015). *Differentiating instruction: planning for universal design and teaching for college and career readiness*. Thousand Oaks, CA: Corwin.

4. Budget implications:

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

5. **Term for implementation:** Fall 2017

6. **Dates of committee approvals:**

Department	03-23-2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Create a New Course
(Action)**

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 502
- 1.2 Course title: College and Career Program Development & Evaluation
- 1.3 Abbreviated course title: Program Development & Evaluation
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Program development and evaluation, with emphasis on P-16 college and career development and readiness
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: The course will be used as a part of required coursework for a new concentration being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). Additionally, it will be used as part of a graduate certificate program being developed in College and Career Readiness (CCR). This certificate program will be open to all students enrolled in the Department of Counseling and Student Affairs; and students enrolled in the CEBS MAE program. Furthermore, this certificate program addresses all aspects of WKU's mission including: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Additionally, it matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors, and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals,

and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

- 2.2 Relationship of the proposed course to other courses at WKU: There is a certificate in Career Services housed in this department which includes various career-related courses. However, these courses are designed to provide helping professionals (i.e., Student Affairs professionals) with advanced knowledge and skills needed to better serve college students and clients. This course being proposed is specifically related to training students to work with elementary, middle, and high school students in the areas of career and college readiness. While *Psychology 514 Program Evaluation* does focus on programs within schools, it does not specifically address or emphasize the development of programs specifically related to college and career readiness

3. Discussion of proposed course:

3.1 Schedule type: L

3.2 Learning Outcomes: Upon completing this course, students will:

- Understand and analyze school assessment and accountability data to determine areas in need of CCR programming
- Be able to select effective content delivery formats for various student age groups, socio-economic statuses, and cultural groups.
- Understand how to develop, deliver, and evaluate CCR programs for students, parents, teachers, and other stakeholders, with special considerations for diverse populations and students at risk of exclusion
- Be able to develop and host college and/or career fairs, workshop, and other events
- Understand systemic budgetary practices, grant funding, and working with a minimal budget in programming
- Understand how to appropriately market events in order to promote college and career resources, events, and/or workshops
- Understand basic psychoeducational group theory in order to effectively deliver CCR programs in small or large groups
- Develop competencies in order to conduct small or large psychoeducational groups related to college and/or career preparation
- Understand, create, and use experiential activities in different settings with varying age groups

- Be able to facilitate and demonstrate career preparation activities (i.e., college applications, resume critiques, internship/externship, job search competencies, interview skills)
- Be able to identify and foster transferable life skills and specific job skills necessary to be successful in college and a career

3.3 Content outline:

- School assessment and accountability data
- School budgetary practices including external funding opportunities
- Program development and evaluation models and concepts
- Content delivery formats with attention on student development, socio-economic statuses, and cultural groups
- Development and marketing of college and/or career fairs, workshop, and other events
- Psychoeducational group theory and application, with an emphasis on college and career readiness
- Individual-based interventions focused on career exploration and preparation, with an emphasis on college and career readiness

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

Burris, C., & Garrity, D. (2012). *Opening the common core how to bring all students to college and career readiness*. Thousand Oaks, CA: Corwin Press.

Bernhardt, V. (2016). *Data, data everywhere: Bringing all the data together for continuous school improvement*. New York, NY: Routledge.

Fitzpatrick, C., & Costantini, K. (2011). *Counseling 21st century students for optimal college and career readiness: A 9th-12th grade curriculum*. New York, NY: Routledge.

Spaulding, D. (2014). *Program evaluation in practice: core concepts and examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

4. Budget implications:

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

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department	03-23-2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: March 22, 2016
College, Department: College of Behavioral Sciences and Education, Counseling and Student Affairs
Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 5-4799
Cheryl Wolf, cheryl.wolf@wku.edu

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 503
- 1.2 Course title: Practicum in College and Career Readiness
- 1.3 Abbreviated course title: Practicum in CCR
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of ____ hours: No
- 1.7 Grade type: Standard Letter grade
- 1.8 Prerequisites: None
- 1.9 Corequisites: None
- 1.10 Course description: Supervised experiences in college and career readiness setting/s
- 1.11 Course equivalency: CNS 590 Practicum (for School Counseling students and Certificate Students); CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum (for students enrolled in either program area seeking CCR certification)

2. Rationale:

- 2.1 Reason for developing the proposed course: The course will be used as a part of required coursework for a new concentration being developed within the Education and Behavioral Science Studies, Master of Arts in Education (042). Additionally, it will be used as part of a graduate certificate program being developed in College and Career Readiness. This certificate program will be open to all students enrolled in the Department of Counseling and Student Affairs; and students enrolled in the CEBS MAE program. Furthermore, this certificate program addresses all aspects of WKU's mission including: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.* Additionally, it matches and supports the national, regional and state initiatives as noted above; which are all aimed at helping elementary, middle, and high school students become productive and engaged citizens through training teachers, school counselors,

and school staff to better meet their college and career readiness needs. The program is a possibility for all graduate students on WKU's campus including those preparing to be teachers, counselors, human services professionals, and/or content experts. Lives will be enriched through work of graduates of this program through connecting academic pursuits to career success. More specifically, it meets the WKU Strategic Plan, Objective 1.5., prepare students for lifelong learning and success. This program will prepare persons with the skills and knowledge to help P-16 students become successful in their career goals, as well as to become college ready (which will thus impact retention and placement at the baccalaureate level).

- 2.2 Relationship of the proposed course to other courses at WKU: This course has a course equivalency to CNS 590 and CNS 591. Both courses are housed with the department and emphasize the following: CNS 590, the supervised experiences of students in a school, community college, or university setting various career-related courses; CNS 591, Supervised experiences in a clinical mental health or marriage, couple, and family counseling setting. This course, CNS 503, will emphasize the supervised experience of students enrolled in the proposed College and Career Readiness Certificate. Since we anticipate that some students who enroll in the certificate program will also be completing a degree in Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and/or School Counseling, those such students will gain supervision of their college and career readiness experiences within their required practicum course (instead of being required to take two practicum courses). Additionally, CNS 590 is designed in such a way that if there are not enough students to enroll in CNS 503, such students would be able to still gain appropriate supervision within the School Counseling based practicum, CNS 590.

3. Discussion of proposed course:

- 3.1 Schedule type: L
- 3.2 Learning Outcomes: Upon completing this course, students will:
- Be able to conduct intake interviews and comprehensive career assessments
 - Understand how to identify and employ strategies to help clients develop skills needed to make life-work role transitions
 - Be able to help clients acquire a set of employability, job search, and job creation skills
 - Gain competence in assisting students in the appropriate use of technology for career information and planning
 - Be able to market and promote career counseling activities and services
 - Be able to identify, acquire, and evaluate career information resources relevant for diverse populations

- Understand how to plan, implement, and administer career counseling programs and services

3.3 Content outline:

- Basic interview assessments and interviews
- Helping relationship skills
- Technological-based interventions
- Advanced marketing and promotion skills, application of
- Evaluation and critique of appropriate resources for students

3.4 Student expectations and requirements:

Students will be expected to complete various readings, complete evaluative measures such as papers, exams, group assignments, and demonstration of skill acquisition. Students also may be required to take part in field trips.

3.5 Tentative texts and course materials:

Conley, D. (2012). *College and career ready: Helping all students succeed beyond high school*. San Francisco, CA: Jossey-Bass John Wiley distributor.

Thorsborne, M., & Blood, P. (2013). *Implementing restorative practice in schools a practical guide to transforming school communities*. Philadelphia, PA: Jessica Kingsley Publishers.

4. Budget implications:

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

5. Term for implementation: Fall 2017

6. Dates of committee approvals:

Department	03-23-2016
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: March 23, 2016

College: Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Aaron W. Hughey, Aaron.Hughey@wku.edu, 5-4849

1. Identification of program:

1.1 Reference number: 145

1.2 Program title: Student Affairs in Higher Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

- Change number of hours required for the degree from 48 to 42
- Create a 'core' of 11 required classes:
 - CNS 594 Research Methods in Student Affairs and Higher Education
 - CNS 571 Introduction to Student Affairs
 - CNS 572 The College Student Experience
 - CNS 574 Student Development in Higher Education
 - CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
 - CNS 585 Leadership and Administration in Student Affairs
 - CNS 605 Social and Cultural Diversity in Higher Education
 - CNS 610 Assessment and Accountability in Student Affairs and Higher Education
 - CNS 670 Parameters of Law in Student Affairs and Higher Education
 - CNS 595 Internship in Student Affairs (6 hours)
- Create a set of 6 restricted elective courses from which students must choose 3:
 - CNS 581 International Students and Student Services
 - CNS 589 Group Dynamics in Student Affairs and Higher Education
 - CNS 593 Career Development in Student Affairs and Higher Education
 - CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
 - CNS 604 Resource Management in Student Affairs and Higher Education
 - CNS 675 Advanced Career Counseling and Services Administration

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>Master of Arts in Education: Student Affairs in Higher Education, Ref. #145 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.</p> <p>Admission Requirements Review of completed applications begins March 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 student affairs professionals. This 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,</p>	<p>Master of Arts in Education: Student Affairs in Higher Education, Ref. #145 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php.</p> <p>The Master of Arts in Education program in Student Affairs in Higher Education is designed to prepare students to obtain entry and mid-level student affairs professional positions. Through a theory-based and applications-oriented program, students gain skills and competencies necessary to succeed in a variety of student affairs and post-secondary settings. Program content covers three broad areas: theoretical foundations, professional practice, and administrative effectiveness. Students are provided opportunities to focus on specific student affairs functions that are consistent with their interests.</p> <p>Admission Requirements Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these</p>

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.

Application for admission requires three steps:

1. — Submit required materials to the Graduate School:

(a) — Complete the online graduate application at www.wku.edu/graduate.

(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 post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. (Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.)

(d) — Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.

2. — Apply for admission to the Student Affairs in Higher Education program. The second step in applying for admission to the Student Affairs in Higher Education program is to submit the following materials on or before March 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 and interpersonal awareness. Applicants submit the specified materials directly to the Department of

categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

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

STEP ONE: Complete the Departmental Admissions Application Process. All required items are submitted directly to the Graduate School.

Completed applications include various application materials that must be completed by the application deadlines.

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

All of the following materials should be submitted directly through the Graduate School application. Once the entire application has been completed, the Program Coordinators will be notified.

1. Graduate School Application Form (<http://www.wku.edu/graduate>) Requirements include a non-refundable application processing fee and official transcripts.

2. A statement of interest of no more than 6 pages in length (including a cover page, and page with references listed) that includes the content noted below. This statement should be in APA format, include correct spelling and

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 Student Affairs professional.
- ii. — Describe your personal characteristics that prepare you to become an effective Student Affairs 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 master's degree in Student Affairs in Higher Education 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 to be considered for admission.) Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program.

grammar, and organized according to the prompts below.

(a) *Present your career objectives* and discuss how a degree in counseling or student affairs (depending on which program is your focus) will prepare you to meet these objectives. Provide support for why you believe your interests and traits (i.e., personal dispositions, interpersonal skills and experiences) match this profession. Be specific and provide examples from your life experiences.

(b) *Describe your experiences with and respect for cultural diversity.* More specifically, discuss how you have formed and maintained relationships with persons from different backgrounds and cultures from your own (i.e., gender, race, ethnicity, religion, socioeconomic status, etc.) in both individual and group contexts. How do you maintain respect for these differences? Use specific examples.

(c) *Briefly discuss how you deal with stressful events.* Discuss how you deal with your emotional reactions to events in your life.

(d) *Three References* (listed on the last page of the statement) who can speak to your academic and/or professional dispositions. Include their full names, job titles, organizations, email addresses, phone numbers, and your relationship to them.

The statement of interest will be reviewed according to the following: careful reflection, insight, and openness to self-examination in addition to evidence of knowledge, skills, and awareness of interpersonal relationships. Further, the applicant's career objectives and goals will be considered according to whether they are consistent with the program objectives. Finally, the

(c) — Three recommendations that use the Candidate 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 to 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 three 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
Student Affairs in Higher Education Program
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

statement of interest will be reviewed according to proper grammar, writing style, flow of ideas and writing structure, as well as use of APA format.

3. KSP background check and signed statement

4. An updated resume

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

STEP TWO: Selected Applicants Invited to Participate in Interview

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview.

Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term.

Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates.

Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not

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 the Student Affairs in Higher Education program and the selection of the Western Kentucky University 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
CNS 571 Introduction to Student Affairs
CNS 572 The College Student Experience

eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks.

Degree Requirements
Required Core (11 classes; 33 hours):
CNS 594 Research Methods in Student Affairs and Higher Education

CNS 574 Student Development in Higher Education
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 585 Leadership and Administration in Student Affairs
CNS 589 Group Dynamics in Student Affairs and Higher Education
~~CNS 590 Practicum~~[△]
CNS 593 Career Development in Student Affairs and Higher Education
CNS 594 Research Methods in Student Affairs
CNS 595 Internship (6 hours)*
CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
CNS 604 Resource Management in Student Affairs and Higher Education
CNS 605 Social and Cultural Diversity in Higher Education
CNS 610 Assessment and Accountability in Student Affairs and Higher Education
CNS 670 Parameters of Law in Student Affairs and Higher Education

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

~~*Internship must be taken over a period of two semesters.~~

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 at www.wku.edu/csa/sc/comp_exam.php.

CNS 571 Introduction to Student Affairs
CNS 572 The College Student Experience
CNS 574 Student Development in Higher Education
CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
CNS 585 Leadership and Administration in Student Affairs
CNS 605 Social and Cultural Diversity in Higher Education
CNS 610 Assessment and Accountability in Student Affairs and Higher Education
CNS 670 Parameters of Law in Student Affairs and Higher Education
CNS 595 Internship in Student Affairs (6 hours)

Required Electives (3 classes; 9 hours) selected from the following:

CNS 581 International Students and Student Services

CNS 589 Group Dynamics in Student Affairs and Higher Education

CNS 593 Career Development in Student Affairs and Higher Education

CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education

CNS 604 Resource Management in Student Affairs and Higher Education

CNS 675 Advanced Career Counseling and Services Administration

Or other graduate courses as approved by your faculty advisor.

Total hours required: 42

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 at

4. Rationale:

The 48-hour master's degree program in Student Affairs in Higher Education was designed to meet the 1994 CACREP (Council for the Accreditation of Counseling and Related Educational Programs) Standards. CACREP no longer accredits student affairs programs; the organization focuses exclusively on counseling programs. Most master's degree programs currently follow the Council for the Advancement of Standards (CAS) Standards for Master's Level Student Affairs Professional Preparation Programs (http://www.cas.edu/blog_home.asp?Display=20) The MAE degree program in Student Affairs in Higher Education can meet the CAS Standards with a 42-hour program.

This reduction is also consistent with national trends for comparable programs across the nation and will help the program be more competitive with respect to the recruitment of graduate students.

- Create a 'core' of 11 required classes:
 - CNS 594 Research Methods in Student Affairs and Higher Education
 - CNS 571 Introduction to Student Affairs
 - CNS 572 The College Student Experience
 - CNS 574 Student Development in Higher Education
 - CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
 - CNS 585 Leadership and Administration in Student Affairs
 - CNS 605 Social and Cultural Diversity in Higher Education
 - CNS 610 Assessment and Accountability in Student Affairs and Higher Education
 - CNS 670 Parameters of Law in Student Affairs and Higher Education
 - CNS 595 Internship in Student Affairs (6 hours)

This required 'core' keeps the program in alignment with applicable CAS Standards while providing a solid education in the knowledge, skills and competencies associated with the student affairs profession in the 21st century. These courses form the common foundation all student affairs professionals need to be successful in the field.

- Create a set of 6 restricted elective courses from which students must choose 3:
 - CNS 581 International Students and Student Services
 - CNS 589 Group Dynamics in Student Affairs and Higher Education
 - CNS 593 Career Development in Student Affairs and Higher Education
 - CNS 603 Critical Issues and Strategies in Student Affairs and Higher Education
 - CNS 604 Resource Management in Student Affairs and Higher Education
 - CNS 675 Advanced Career Counseling and Services Administration

Requiring students to choose three courses from these six restricted electives allows them to customize the program to their particular educational and career needs. Different areas of student affairs work require different specialized knowledge, skills and competencies. Student who plan to work with international students, for example, need a different configuration of course than student who plan to focus more intently on career services. The restricted electives component allows students the flexibility they need to create a program that meets their individual needs.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department	<u>March 23, 2016</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council	_____
University Senate	_____

**Revise a Program
(Action)**

Date: March 24, 2016

College: College of Education and Behavioral Sciences

Department: Dean's Office/College Wide Program

Contact Person: Janet Applin, janet.applin@wku.edu, 270-745-4014

1. Identification of program:

1.1 Reference number: 042

1.2 Program title: Education and Behavioral Science Studies, Master of Arts in Education

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum: Adding a new option (College and Career Readiness) within the EBSS curriculum to the two existing options.

2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p>The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p>	<p>The Education and Behavioral Science Studies Master of Arts in Education is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense); behavioral sciences (in a general sense); or College and Career Readiness, but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education, behavioral sciences or College and Career Readiness for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology. The College and Career Readiness Option may lead to the Certificate in CCR if the student chooses this option.</p>

Program Admission

Applicants for admission must:

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and
- ~~Submit a scholarly/professional writing sample to be assessed by the admissions committee; OR~~
- Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE-V+GRE-Q) +(GPAX100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND
- Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT

Program Admission

Applicants for admission must:

- Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and
 - Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).
- If the applicant's GPA (counting all course work, undergraduate and graduate) does not meet the cumulative 2.75 GPA or 3.0 in the last 30 hours of course work, the student must take and meet the GRE requirements below to be admitted to the program.**
- Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE-V+GRE-Q) +(GPAX100); earn a GRE verbal score of at least 144 (at least 350 on the GRE-V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score

version), and the writing sub-scale score must be at least 60 (23 on the iBT version).

Program Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required Core for All EBSS Students – 21 hours:

EDFN 500 Research Methods (3 hrs)

Professional Foundations Course (3 hrs)

Strategies/Methodologies of Education, or Behavioral Sciences Course (3 hrs)

Developmental Issues Course (3 hrs)

Professional Development¹(3 hrs)

EDU 594 Practicum in Education or Behavioral Sciences² (3 hrs)

Capstone Course¹(3 hrs)

EDU 595 Directed Study in Education or Behavioral Sciences

¹ A thesis may be substituted for the Professional Development and Capstone Course Requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of thesis director.

² Or other practicum or seminar course requiring field-based, practical application approved in advance by advisor.

of at least 139. AND

Program Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. **Students who choose the College and Career Readiness Option to earn the CCR Certificate will take a minimum of 33 hours.** All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required Core for All EBSS Students – 21 hours:

EDFN 500 Research Methods (3 hrs)

Professional Foundations Course (3 hrs)

Strategies/Methodologies of Education, or Behavioral Sciences Course (3 hrs)

Developmental Issues Course (3 hrs)

Students have the choice of taking 6 hours of Professional Development Practicum AND a Capstone Course (see EDU 594 and EDU 595 below) OR 6 hours of Thesis with approval of thesis director.¹

EDU 594 Practicum in Education or Behavioral Sciences² (3 hrs) (*Professional Development Course*)

EDU 595 Directed Study in Education or Behavioral Sciences (3 hrs) (*Capstone Course*)

¹ A thesis may be substituted for the Professional Development and Capstone Course Requirements. Students who elect the thesis option may enroll in EDU 599 or other thesis course, with approval of thesis director.

² Or other practicum or seminar course requiring field-

<p>Option 1: Education Studies</p> <p>Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course (3 hrs)</p> <p>Select 9 hours of content courses ¹</p> <p>Total hours for Option 1 - 12 hours</p> <p>¹ Courses from non-education fields must be approved by advisor</p> <p>Option 2: Behavioral Science Studies</p> <p>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral Science areas. ¹ (12 hours)</p> <p>Total hours for Option 2 – 12</p> <p>¹ Students must have prior departmental approval to enroll in the courses.</p> <p>Total Program Hours 30</p>	<p><i>based, practical application approved in advance by advisor.</i></p> <p>Students choose one of the three options:</p> <p><u>Option 1: Education Studies</u></p> <p>Select 3 hours of advisor-approved pedagogy-related, strategies, or methods course (3 hrs)</p> <p>Select 9 hours of content courses ¹</p> <p>Total hours for Option 1 - 12 hours</p> <p>¹ Courses from non-education fields must be approved by advisor</p> <p><u>Option 2: Behavioral Science Studies</u></p> <p>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral Science areas. ¹ (12 hours)</p> <p>Total hours for Option 2 – 12</p> <p><u>Option 3: College & Career Readiness</u></p> <p>Students choose 3 courses from the College & Career Readiness Course Work or 5 courses if they choose to earn the CCR Certificate.</p> <p>CNS 500 CCR Foundations (3 hrs)</p> <p>CNS 501 College and Career Consultation and Collaboration (3 hrs)</p> <p>CNS 502 College and Career Program Development and Evaluation (3 hrs)</p> <p>CNS 503 Practicum in College and Career Readiness (3 hrs)</p> <p>CNS 556 Developmental Career Counseling (3 hrs)</p>
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	<p>Total hours for Option 3 – 12 to 15 hrs.</p> <p>¹ <i>Students must have prior departmental approval to enroll in the courses.</i></p> <p>Total Program Hours 30 to 33 hours</p>
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4. Rationale: The Counseling and Student Affairs Department has developed a core group of courses to train professionals in College and Career Readiness. Those courses have been added to the Education and Behavioral Science Studies Program as an additional option along with the Education Science Studies option and the Behavioral Sciences option. This will allow those students who are seeking a Master of Arts in Education, but who are seeking no credential or certification, more options in the EBSS program.

5. Proposed term for implementation: Spring 2017

6. Dates of committee approvals:

Department	<u>N/A</u>
College Curriculum Committee	_____
Professional Education Council (if applicable)	<u>N/A</u>
Graduate Council	_____
University Senate	_____