Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: January 2011
FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Create a New Course
        ECON 530 Economic Policy
        CS 568 Computer Vision
        CNS 569 Play Therapy
        CNS 587 Professional Mental Health Counseling Practice
        CNS 589 Group Dynamics in Student Affairs and Higher Education
        CNS 592 Crisis Counseling
        CNS 598 Research and Program Evaluation in Counseling

 II. Multiple Revisions to a Course
        CS 443G Data Base Management Systems
        CS 450G Computer Networks

III. Revise Course Catalog Listing
        CNS 580 Family Life Studies

IV. Delete a Course
        CS 442G Data Structures and Algorithm Analysis
        CS 444G Programming Languages

V. Revise a Program
        MS Recreation and Sport Administration, Ref#095
        MAE Counseling, Ref. # 043
        MAE in Student Affairs Higher Education, Ref. #145
        MAE School Counseling, Ref. #046
        EdD Educational Leadership, Ref. #0010

Gordon Ford College of Business
Department of Economics
Proposal to Create a New Course
(Action Item)

Dr. Claudia Strow   claudia.strow@wku.edu   745-3627

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: ECON 530
        1.2   Course title: Economic Policy
        1.3   Abbreviated course title: Economic Policy
        1.4   Credit hours and contact hours: 3
        1.5   Type of course: S
        1.6   Prerequisites/corequisites: None
        1.7   Course catalog listing: Survey course designed to study the moral, social, and economic effects of current and changing government policies regarding the operation of markets.

2.   **Rationale:**

        2.1 Reason for developing the proposed course: This course is a core requirement of the M.A. degree in Social Responsibility and Sustainable Communities. The course will be central to the master's program and will teach students to critically examine public policy issues in an analytical framework. In keeping with the mission of University College, this course would be interdisciplinary in that students from across many disciplines could apply and synthesize the information gathered to advance their field of study.

        2.2 Projected Enrollment in the Proposed Course: Since the course will be interdisciplinary, it will draw enrollment both from the Social Responsibility and Sustainable Communities master's program and others such as women's studies, gerontology, MBA, and leadership studies. Based on the enrollment of other similar graduate courses, the projected enrollment is 15-18.

        2.3 Relationship of the proposed course to courses now offered by the department: None of the other programs in University College currently offer a course in the critical analysis of economic policies. This is an applied version of Economics 501.

        2.4 Relationship of the proposed course to courses offered in other departments: PHIL 321, Morality and Business is offered at the undergraduate level and focuses on microeconomic aspects of ethical firm behavior. This proposed course looks at the impact of government policies on businesses and society. ECON 420, Public Finance, examines issues of government intervention in the economy but lacks the policy driven analysis undertaken in the proposed course. ECON 430, Environmental Economics, looks solely at environmental issues. ECON 434,Poverty and Discrimination, looks more narrowly at labor force policies.

        2.5 Relationship of the proposed course to courses offered in other institutions: ECON 530 has some similarities with a number of core courses in comparable masters degree programs at other institutions. For example, it shares similarities with Arizona State's JHR 510 Problem Based Seminar: Economic Crimes & Alternative Economic Theory & Practice in their University's Social Justice and Human Rights program and Loyola University's IPS 630 Justice and the Global Economy in their Social Justice program.

3.   **Discussion of proposed course:**

3.1   Course objectives: To get students to critically examine the arguments in favor of and against government intervention in markets; to hone students' writing skills; and to create comfort in students' own abilities to articulate reasoned ideas in emotionally charged arenas.

3.2   Tentative Content outline:

I. Introduction to Economic Policy
      A. How Markets Work
      B. Potential Market Failures
      C. Corporate Social Responsibility

II. Economic Policy and the Labor Force
      A. Minimum Wage
      B. Health Care Coverage
      C. Affirmative Action
      D. Gender Wage Gap
      E. Educational Gap

III. Economic Policy and the Environment
      A. Pollution
      B. Recycling
      C. Climate Change
      D. Sustainable Growth

IV. Economic Policy and the Global Economy
      A. Fair Trade
      B. Sweatshops
      C. International Aid

3.3   Student expectations and requirements: Students will demonstrate through written summaries that they understand the arguments put forth by the authors they are required to read. Students must complete one or more research papers in which they demonstrate a mastery of the material and the ability to think analytically about social justice issues. They must also engage in intelligent class discussion regarding the assigned readings.

3.4   Tentative texts and course materials: Readings may include such works as:

Bastiat, Frederick *The Candle Maker*
Guell, Robert *Issues in Economics Today* 4th Ed. 2008
Benjamin, Daniel "The Eight Great Myths of Recycling"
Bonello, Frank J. *Taking Sides: Clashing Views on Economic Issues*, 14th Ed. 2010
Buchanan, James "The Samaritan's Dilemma"
IPCC Working Group II "Perspectives on Climate Change and Sustainability"
McCoy, Bowen H. "The Parable of the Sadhu"
Morriss, Andrew "7 Myths about Green Jobs"
Moyo, Dambisa *Dead Aid*

4.   Resources:
4.1   Library resources: Sufficient
4.2   Computer resources: Sufficient

5.   Budget implications:
5.1   Proposed method of staffing: Course will be staffed by a faculty member in the Department of Economics
5.2   Special equipment needed: None
5.3   Expendable materials needed: None
5.4   Laboratory materials needed: None

6.   Proposed term for implementation: 201120

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

Economics Department/Division: November 18, 2009_

GFCB   Graduate Committee   December 16, 2009_

Graduate Council   ___12/16/10_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Create a New Course
(Action Item)

Contact Person: Qi Li (qi.li@wku.edu)   5-6225
                 Guangming Xing (guangming.xing@wku.edu)   5-8848

1.   Identification of proposed course:
   1.1   Course prefix (subject area) and number: CS 568
   1.2   Course title: Computer Vision
   1.3   Abbreviated course title: Computer Vision
   1.4   Credit hours and contact hours: 3
   1.5   Type of course: C (Lecture/Lab)
   1.6   Prerequisites/corequisites: CS 380 or CS 500
   1.7   Course catalog listing:
            A study of the techniques and applications of computer vision. Topics
            include pattern recognition, filtering, texture, segmentation, recognition,
            3D vision and case studies. Important algorithms will be implemented by
            students.

2.   Rationale:
   2.1   Reason for developing the proposed course:
            Computer vision has many applications in various fields including security
            surveillance, bioinformatics, and medical diagnostics. This course
            proposal is consistent with the current departmental development of
            tracks related to security and informatics.

   2.2   Projected enrollment in the proposed course:
            One session per year; 15-25 students per year.

   2.3   Relationship of the proposed course to courses now offered by the department:
            No comparable course is offered by the department.

   2.4   Relationship of the proposed course to courses offered in other departments:
            No comparable course is offered by other departments.

   2.5   Relationship of the proposed course to courses offered in other institutions:
            Several universities, such as Montclair State University (CMPT 574, Pixel and Image Processing),
            Rochester Institute of Technology (4005-757, Introduction to Computer Vision), and Rose-
            Hulman Institute of Technology (CSSE 461, Computer Vision), offer courses similar to this one.

3.   Discussion of proposed course:

   3.1   Course objectives:
            This course is designed for to cover the fundamental theories and
            techniques of computer vision along with specific case studies (including
            security surveillance and image informatics). Algorithmic
            implementations are highlighted to strengthen students' hands-on
            experience in computer vision.

   3.2   Content outline:
            • Image representation

- Binary image analysis
- Filtering
- Texture
- Image segmentation
- 3D vision
- Pattern recognition
- Case studies

3.3 Student expectations and requirements:
Students are expected to attend class regularly, complete the required assignments, and to take the required examinations.

3.4 Tentative texts and course materials:
    Computer Vision
    Linda G. Shapiro, George C. Stockman
    Prentice Hall
    ISBN: 978-0130307965

    Computer Vision: A Modern Approach
    D.A. Forsyth and J. Ponce
    Prentice Hall
    ISBN: 978-0130851987

4. Resources:
4.1 Library resources:
    None
4.2 Computer resources:
    Existing computer lab.

5. Budget implications:
5.1 Proposed method of staffing:
    Existing faculty
5.2 Special equipment needed:
    None
5.3 Expendable materials needed:
    None
5.4 Laboratory materials needed:
    None

6. Proposed term for implementation: Fall 2011

7. Dates of prior committee approvals:

Mathematics and Computer Science Department: ____October 22, 2010

Ogden College Graduate Committee   ____Nov. 19, 2010__

Graduate Council   ___12/16/10_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Bibliography
[1] *Computer Vision*, by L. G. Shapiro and G. C. Stockman, Prentice Hall, 2001.
[2] *Computer Vision: A Modern Approach,* D.A. Forsyth and J. Ponce, Prentice Hall, 2003.

Topics Covered in Computer Vision
(Internal material)

- Introduction to computer vision (1 hrs)
- Image representation (1 hrs)
- Binary image analysis (3 hrs)
  - Morphing
  - Connected components
- Pattern recognition (4 hrs)
  - Distance measure
  - Classification
  - Statistical learning
  - Dimension reduction
- Filtering (5 hrs)
  - Image smoothing
  - Median filtering
  - Gaussian filtering
  - Edge detection
- Texture (3 hrs)
  - Texels and statistics
  - Texture description
  - Texture synthesis
- Image segmentation (5 hrs)
  - Region representation
  - Active contour
  - Eigen-shape
- 3D vision (5 hrs)
  - Interest point detection
  - Point correspondence
  - Mosaicing
  - Epipolar geometry
- Case studies (5 hrs)
  - Security surveillance
  - Image informatics

Note: The course can be offered either in Fall or Spring.

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Donald R. Nims, donald.nims@wku.edu, 5-6316

1.   **Identification of proposed course:**
    1.1   **Course prefix (subject area) and number:** CNS 569
    1.2   **Course title:** Play Therapy
    1.3   **Abbreviated course title:** Play Therapy
    1.4   **Credit hours and contact hours:** 3
    1.5   **Type of course:** C-Lecture/Lab
    1.6   **Prerequisites/corequisites:** Admission to or completion of approved program in a helping profession, or instructor permission.
    1.7   **Course Catalog listing:** Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the developmental, social, cognitive, and emotional issues that impact children's behavior.

2.   **Rationale:**
    2.1   **Reason for developing the proposed course:** Play therapy is a structured, theoretically based approach to therapy that builds on normal communicative and learning processes of children (Carmichael, 2006; Landreth, 2002; O'Connor & Schaefer, 1983). Therapists strategically utilize play therapy to help children express what is troubling them when verbal language to express their thoughts and feelings fail (Gil, 1991). Toys work like the child's words and play is the child's language (Landreth, 2002). Play therapy can promote cognitive development, provide insight, and help resolve inner conflicts or dysfunctional thinking (O'Connor & Schaefer, 1983; Reddy, Files-Hall & Schaefer, 2005). This proposed course fits within WKU's mission to prepare individuals for a global society. That society begins with our children. In order to be "stewards of a higher quality of life" we must be able to train caring professionals who have the appropriate skills to assist children who are in distress because of the societal, emotional, and familial challenges they face. Play therapy is the accepted therapeutic approach for working with these children and their families. This proposed course is designed to meet standards set forth by the Association for Play Therapy, the national accrediting body for Registered Play Therapists and Supervisors. Accrediting standards for programs in Clinical Mental Health Counseling and Marriage and Family Therapy include the expectation that the program will provide knowledge of the developmental, social, cognitive, and emotional issues that impact children and their families and skills in applying that knowledge. Students who complete this course will have a foundation for using the medium of play as a therapeutic tool when working with children in a variety of clinical settings, such as: outpatient, inpatient, family preservation, and family adoptions.
    2.2   **Projected enrollment in the proposed course:** Because this class can be used for continuing education for individuals seeking national certification as well as for current students in the Clinical Mental Health Counseling and Marriage and Family Therapy programs, the projected enrollment is 10 per semester.
    2.3   **Relationship of the proposed course to courses now offered by the department:** This class will complement the courses in the mental health, marriage and family, and school counseling programs. The department offers CNS 568 Counseling Children and Adolescents. While CNS 568 mentions play therapy as a modality with children, this proposed course will focus primarily on play therapy training when working with children in a variety of therapeutic settings. Specific play therapy theory and corresponding skills are the major training elements in Play Therapy.

2.4   **Relationship of the proposed course to courses offered in other departments:** SWRK 675 Expressive Therapies has the following course description: Therapy from a holistic perspective that embraces alternate practices for personal change and growth. PSY 540 Behavior Problems of Childhood and Adolescence addresses the "major forms of psychopathology in children and adolescents." PSY 545 Clinical Child Psychology: Theory and Practice is the clinical applications of PSY 540. Play therapy does not emphasize clinical psychopathology; it is a theory-based approach designed to enable helping professionals to communicate effectively with children and to understand their behavior through the medium of play and to present ways of working with their parents and caretakers.

2.5   **Relationship of the proposed course to courses offered in other institutions:** The only institution in our area that offers a course in play therapy is Lindsey-Wilson College, CHD 6252 Play Therapy. This course is required as part of the Master's Degree in Human Services. The University of North Texas offers the course COUN 5700 Introduction to Play Therapy. The proposed course is similar in description and content to these courses.

3.   **Discussion of proposed course:**

3.5   **Course objectives:**
- Students will review essential people, theorists, and organizations that shaped the history of the profession of play therapy.
- Students will appreciate and understand the most widely accepted theoretical models of play therapy and the formats in which they are most commonly offered (individual, group, family, etc.).
- Students will identify developmentally appropriate play therapy toys and materials that can be incorporated into either a permanent or traveling play room for the purpose of both assessment and treatment.
- Students will demonstrate an understanding of the role of the play therapist and the play therapy in the context of the client's broader clinical and non-clinical system.
- Students will identify elements of, and stages within the play therapy relationship, from intake to termination.
- Students will demonstrate basic play therapy skills (with non-clinical volunteers) including tracking, reflection of feeling, returning responsibility, encouraging an facilitating self-esteem and limit-setting.
- Students will understand themselves as the person of the play therapist and how this impacts the unfolding relationship with the client. This includes the issues of transference and counter-transference.
- Students will appreciate the legal and ethical issues that are both unique to play therapy and shared with other therapeutic modalities.
- Students will read and understand the minimal training/supervision and voluntary practice guidelines promulgated by the Association for Play Therapy.
- Students will gain knowledge the evolving body of qualitative and quantitative play therapy research.
- Students will understand the issues of diversity and how they impact on every facet of play therapy, from choice of materials to the relationship with the child.
- Students will have an awareness of the child's world as viewed by the child through the context of the child's behaviors.
- Students will know how to include parents in the play therapy process.

3.6   **Content outline:**
- History of Play Therapy: The history of play therapy with application to child development and various counseling theories.
- Play Therapy Techniques: The relation of play therapy theory and practice.
- Play Therapy Approaches: The relation of play therapy to specific behavioral/emotional issues.
- Diversity Issues of Play Therapy: The understanding and appreciation of the impact of culture and ethnicity to play therapy.

- Legal and Ethical Issues in Play Therapy: The professional and legal understanding of the role of play therapy with children in various circumstances.
- Treatment Planning: The ability to write appropriate play therapy treatment plans that address children's issues in a clinical setting.
- Filial Play Therapy: Developing and implementing play therapy that includes parents and caregivers.

3.7 **Student expectations and requirements:** This proposed course will include the history of play therapy, exchange of ideas about working with children and their families, the development and practice of play therapy skills, experiential activities related to play therapy and involve group work, practice play therapy with peers and reflection on skill development. Students will be graded on assignments, projects, course contribution and participation, and class presentations.

3.8 **Tentative texts and course materials:**
Giordano, M., Landreth, G., & Jones, L. (2005). *A practical handbook for building the play therapy relationship.* Northvale, NJ: Jason Aronson.

Landreth, G.L. (2002). *Play therapy: The art of the relationship* (2nd ed.). New York: Brunner-Routledge.

Axline, V. M. (1964). *Dibs: In search of self.* New York: Ballantine.

4. **Resources:**
   4.1 **Library resources:** Library resources are adequate and WKU Libraries will make every effort to purchase materials needed to support this course.
   4.2 **Computer resources:** With access to computer resources and programs provided by WKU are sufficient to support this course.

5. **Budget implications:**
   5.1 **Proposed method of staffing:** Existing faculty
   5.2 **Special equipment needed:** None
   5.3 **Expendable materials needed:** None
   5.4 **Laboratory materials needed:** None

6. **Proposed term for implementation:** Fall 2011

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

   Department of Counseling and Student Affairs: September 29, 2010

   CEBS Curriculum Committee   November 2, 2010

   Graduate Council   ___12/16/10_____

   University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 270 745-4953

1.   **Identification of proposed course:**
   1.1   **Course prefix (subject area) and number:** CNS 587
   1.2   **Course title:** Professional Mental Health Counseling Practice
   1.3   **Abbreviated course title:** Professional MHC
   1.4   **Credit hours and contact hours:** 3 credit hours
   1.5   **Type of course:** S-Seminar
   1.6   **Prerequisites:** Admitted to MAE Counseling, Mental Health Counseling concentration and CNS 560.
   1.7   **Course catalog listing:** Professional mental health counseling practice topics including and not limited to counseling supervision, advocacy, consultation, current research, and trends in mental health counseling.

2.   **Rationale:**
   2.1   **Reason for developing the proposed course:** The course addresses new content included in the recently revised Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Based on a review of current offerings and revised CACREP standards the faculty concluded that content currently taught in CNS 560, an introductory survey course, while essential, was insufficient. The proposed course content would include essential content in greater depth, critically explore new clinical research, and provide opportunities for skills development. Course objectives are to broaden competencies and be responsive to emerging practice trends in mental health counseling.
   2.2   **Projected enrollment in the proposed course:** The course is designed for counseling students in the Mental Health Counseling concentration. Course enrollment will range from 12 to 24 students. Enrollment projections are based on admissions goals for the Mental Health Counseling concentration.
   2.3   **Relationship of the proposed course to courses now offered by the department:** Course complements other Mental Health Counseling courses. In particular, the proposed course presents additional information and provides greater depth in selected topical areas presented in CNS 560. The proposed course builds on and adds significant depth to content covered in CNS 560 with an emphasis on the critical review of new research and on skill development. Course responds to CACREP accreditation requirements to document skills and practices in various clinical applications.
   2.4   **Relationship of the proposed course to courses offered in other departments:** This course is unique to this department and program concentration. A portion of the course content in consultation models and processes is consistent with **PSY 645: Consultation in Educational and Mental Health Settings: Theory and Practice. SWRK 610: Social Work Administration and Supervision includes an administrative supervision component but this is not consistent with the proposed course content in clinical supervision.**
   2.5   **Relationship of the proposed course to courses offered in other institutions:** Leading programs across the nation offer similar courses. Idaho State University offers "COUN 691 Issues in Mental Health Counseling," the University of Florida "MHS 6020 Counseling in Community Settings," and the University of North Carolina – Greensboro "CED 644 Counseling in Community Settings." These courses are essentially similar to the proposed course.

3.   **Discussion of proposed course:**
   3.1   **Course objectives: At the conclusion of the course students will be able to:**

- Understand and analyze current literature concerning mental health counseling practice.
- Apply current research to practice and develop a related skill base.
- Understand and analyze counselor development theory and current supervision models and theories.
- Apply supervision and counselor development literature to peer supervision processes.
- Apply counselor development and supervision literature to maximize their roles as supervisees and supervisors.
- Understand the role of professional mental health counselor as professional and social advocates and apply in a service-learning project.
- Understand several current consultation models and apply the consultative process in experiential learning.
- Understand current trends in professional mental health counseling practice.
- Understand and apply practice behaviors responsive to current mental health counseling trends.

3.2   Content outline:
- Current literature concerning mental health counseling practice
- Counselor development theory
- Current supervision models and theories
- Peer supervision
- Counselors' roles as supervisees and supervisors.
- Social and professional advocacy and the role of mental health counselors
- Consultation models and consultative processes.
- Current trends in professional mental health counseling practice
- Practice behaviors current mental health counseling trends
- Professional development for mental health counselors

3.3   **Student expectations and requirements**: Course will cover content included in recently revised CACREP accreditation standards (2009). In addition, course instructors can adjust content to respond to developing trends in the practice of mental health counseling. Students will explore current research and literature in mental health counseling practice with the goals of clinical application and professional development. In addition, course instructors will present models of consultation and supervision with knowledge and skill development goals. Student grading will include evaluations of examinations, papers, projects, and skills demonstrations.

3.4   **Tentative texts and course materials**:

Bernard, J. M. & Goodyear, R. K. (2008). *Fundamentals of clinical supervision* (4nd ed.).
      Boston: Allyn & Bacon.
Palmo, A., Weikel, W., & Borsos, D. (Eds.). (2006). *Foundations of mental health Counseling* (3rd ed.).
      Springfield, Il.: Charles C. Thomas.
Caplan, G. & Caplan, R. (1999). *Mental health consultation and collaboration*. Long Grove, IL.: Waveland
      Pr Inc.
Journal of Mental Health Counseling.
Journal of Counseling and Development.

4.   Resources:
4.1   **Library resources:** Current resources are sufficient.
4.2   **Computer resources:** Current resources are sufficient.

5.   Budget implications:
5.1   **Proposed method of staffing**: Existing faculty members.
5.2   **Special equipment needed:** None
5.3   **Expendable materials needed**: None
5.4   **Laboratory materials needed**: None

6.   Proposed term for implementation: Spring 2011

7.   Dates of prior committee approvals:

Department of Counseling and Student Affairs	___10/20/2010_____
CEBS Curriculum Committee	____11/02/2010_____
Graduate Council	___12/16/10_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course:**
    1.1 **Course prefix (subject area) and number:** CNS 589
    1.2 **Course title:** Group Dynamics in Student Affairs and Higher Education
    1.3 **Abbreviated course title:** Group Dynamics SAHE
    1.4 **Credit hours and contact hours:** 3
    1.5 **Type of course:** S (Seminar)
    1.6 **Prerequisites/corequisites:** CNS 577 or permission of instructor
    1.7 **Course catalog listing:** Principles associated with the practice of group work in student affairs and higher education settings. Emphasis on group leadership. Course includes a planned group experience.

2. **Rationale:**
    2.1 **Reason for developing the proposed course:** In order to comply with Council for the Accreditation of Counseling and Related Education Programs (CACREP) Standards (specifically, Common Core Standard 6: Group Work), students in the MAE program in Student Affairs in Higher Education need a course that includes related group work theory, research, and skills. These concepts and skills are necessary for effective group work in student affairs and higher education settings. The currently offered Group Counseling (CNS 554) course is oriented toward work in clinical settings that are inconsistent with the practice of Student Affairs professionals in higher education settings.
    2.2 **Projected enrollment in the proposed course:** Based on historical precedent and current program enrollments, enrollment in the course is anticipated to be 15 – 20 students per semester.
    2.3 **Relationship of the proposed course to courses now offered by the department:**
    The proposed course is most related to CNS 554 (Group Counseling). This course, however, has a clinical focus and is designed to prepare students to lead counseling and therapy groups. The MAE program in Student Affairs in Higher Education is designed to prepare students to be student affairs professionals. The knowledge and skills of student affairs professionals need to be oriented toward the leadership and facilitation of committees, task, and psychoeducational groups normally performed in student affairs and higher education settings.
    2.4 **Relationship of the proposed course to courses offered in other departments:**
    The Department of Communication offers COMM 576 (Principles of Group Communication) and COMM 586 (Processes of Group Communication).
    Moreover, the Department of Psychology offers PSY 552 (Advanced Social Psychology) and the Department of Educational Administration, Leadership and Research offers EDLD 720 (Individual and Group Issues in Leadership). Although all of these courses do address some of the concepts and applications that are covered in the proposed course, they do not have the unique focus and orientation required for the preparation of student affairs professionals as outlined in the CACREP Standards for which this course has been specifically developed.
    Of all of these courses, EDLD 720 is perhaps most closely aligned with some of the content of the proposed course. EDLD 720 does, however, have more of an administrative focus than is indicated by the CACREP Standards.

    2.5 **Relationship of the proposed course to courses offered in other institutions:** The Darden College of Education at Old Dominion has a course that is similar to the one being proposed here. HIED 731/831 (Group Dynamics in Higher Education) covers many of the topics outlined below.

George Mason University's School of Public Policy offers LRNG 602 (Group Dynamics and Team Learning), which also covers many of the core content areas identified for inclusion in the current course proposal. The University of Southern California's College of Letters, Arts and Sciences offers PSY 517 (Group Dynamics and Leadership), which again covers offers some of the topics in the current proposal. Finally, the University of Northern Colorado's School of Applied Psychology and Counselor Education offers APCE 662 (Group Dynamics and Facilitation), which also covers some of the topic areas. There are many other graduate-level group dynamics courses offered at numerous institutions. The current proposal is somewhat unique because it is designed specifically to meet CACREP core and program area content and skills standards.

3.   **Discussion of proposed course:**
   3.1   **Course objectives:**
   - Students will be able to apply the basic principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and the inherently beneficial aspects group work.
   - Students will be able to develop and demonstrate their individual group leadership and facilitation styles within the context of student affairs and higher education.
   - Students will be able to develop a research-based understanding of the various kinds of therapeutic groups, including theories and applications of group counseling, primarily for consultation and referral purposes.
   - Students will have an understanding of the different types of groups and their utility with college students who experience developmental and other life challenges.
   - Students will be able to demonstrate an understanding of various group methods, including leader orientations and behaviors, appropriate selection criteria and methods, and strategies for evaluating effectiveness and efficacy.
   - Students will be able to facilitate group experiences in which they participate in an active group as both a leader and a participant.
   - Students will understand and be able to demonstrate basic group leadership skills within the context of working with groups in student affairs and higher education.
   - Students will be able to demonstrate understanding of various group member roles and how to address problem behaviors often encountered in groups, including issues related to race, gender, culture and class.
   - Students will be able to demonstrate effective strategies for conducting formal meetings and facilitating other group experiences within student affairs and higher education.
   - Students will be able to demonstrate the capacity to deal effectively with conflicts that inevitably arise between and within groups operating within student affairs and higher education.
   - Students will be able to collaborate with peers to design and present effective training programs that include the facilitation of focus groups within student affairs and higher education.

   3.2   **Content outline:**
   The Social Structure of the Higher Education Environment
   - Unique Characteristics
   - The Role and Influence of Student Affairs
   - The Role and Influence of the Faculty
   - The Role and Influence of the Administration and Staff
   - The Role and Influences of Students and Parents
   - The Role and Influence of Other Stakeholders

   Group Leadership and Facilitation
   - Roles and Responsibilities
   - Facilitation and Interaction Strategies
   - Group Leadership Styles
   - Matching Leadership Style to Group Purpose

- Adjusting Group Leadership Styles
- Group Leadership in Higher Education

Concepts of Therapeutic Groups and Their Application in Student Affairs Settings
- Group Counseling Theories
- Group Counseling Applications
- Making Referrals to Group Counselors
- Consulting with Group Counselors
- Collaborating with Group Counselors

Group Methods
- Matching Strategy to Purpose
- Group Facilitation Strategies
- Group Problem Solving and Decision Making
- Group Development Characteristics (Stages)
- Evaluation of Group Efficacy

Problems Encountered in Groups
- Operational vs. Non-Operational Goals
- Lack of Vision
- Lack of Purpose
- Lack of Involvement
- Lack of Alignment
- Lack of Skill/Competence
- Theories of Group Conflict
- Strategies for Dealing with Group Conflict
- Group Think
- Abilene Paradox

Conducting Meetings
- Different Kinds of Meetings
- Matching Strategy to Purpose
- The Role of Leadership
- Facilitation Strategies and Skills
- Evaluation of Efficacy

Conducting Training
- Different Kinds of Meetings
- Matching Strategy to Purpose
- Facilitation Strategies and Skills
- Moving from Theory to Application
- Evaluation of Efficacy

Conducting Focus Groups
- Matching Purpose to Strategy
- Participant Selection and Preparation
- Data Collection and Interpretation
- Developing Recommendations
- Implementing Action Plans

3.3 **Student expectations and requirements:** This proposed course will include the exchange of ideas, the practice and development of group leadership and facilitation skills, experiential activities related to the group process within the context of higher education. Specific requirements will involve group work, peer feedback, reading, writing, reflection and problem-solving. Students will be graded on assignments, projects, course contribution and participation, class presentations and client interaction.

3.4 **Tentative texts and course materials:**

Nahavandi, A. (2006). *The art and science of leadership* (4th ed.). New Jersey: Prentice Hall.

Corey, M. S., & Corey, G., & Corey, C. (2010). *Groups: Process and practice* (8th ed.). Belmont, CA: Thompson Brooks/Cole.

Stewart, G. L., Manz, C. C., Sims, H. P. (1999). *Team work and group dynamics.*, San Francisco: Wiley.

Finegold, A. R. D., & Cooke, L. (2006). "Exploring the attitudes, experiences and dynamics of interaction in online groups." *The Internet and Higher Education*, (9)3, pgs. 201-215.

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass

4.   Resources:
   4.1   **Library resources:** Library resources are adequate, and WKU Libraries will make every effort to purchase materials needed to provide ongoing support for this course.
   4.2   **Computer resources:** Computer resources are sufficient to support this course.

5.   Budget implications:
   5.1   **Proposed method of staffing:** Existing faculty
   5.2   **Special equipment needed:** None
   5.3   **Expendable materials needed:** None
   5.4   **Laboratory materials needed:** None

6.   Proposed term for implementation: Fall 2011

7.   Dates of prior committee approvals:

   Department of Counseling and Student Affairs: _____10/20/2010_____

   CEBS Curriculum Committee: _____11/02/2010_____

   Graduate Council   ___12/16/10_____

   University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 270.745.4799

1.   **Identification of proposed course:**
    1.1   **Course prefix (subject area) and number:** CNS 592
    1.2   **Course title:** Crisis Counseling
    1.3   **Abbreviated course title:** Crisis Counseling
    1.4   **Credit hours and contact hours:** 3 credit hours
    1.5   **Type of course:** S-Seminar
    1.6   **Prerequisites:** Admission to or completion of approved program in a helping profession, or instructor permission.
    1.7   **Course catalog listing:** Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events.

2.   **Rationale:**
    2.1   **Reason for developing the proposed course:** The course addresses new content included in the recently revised Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. Based on a review of current offerings and revised CACREP standards the faculty concluded that content currently taught in various courses within the curriculum is insufficient. The proposed course will address essential content in greater depth; explore theories, principles, and strategies necessary for working with individuals, as well as systems in crisis; apply ethically sound crisis intervention models; and provide opportunities for decision-making and counseling skills development. Course objectives are meant to prepare Clinical Mental Health Counselors with the skills, knowledge, and awareness needed for effective crisis assessment, management, intervention, and prevention.
    2.2   **Projected enrollment in the proposed course:** The course is designed for counseling students in the Clinical Mental Health Counseling concentration. Course enrollment will range from 12 to 24 students. Enrollment projections are based on admissions goals for the Mental Health Counseling concentration.
    2.3   **Relationship of the proposed course to courses now offered by the department:** Course complements other Mental Health Counseling courses. In particular, the proposed course augments content covered in CNS 560 Professional Issues in Marriage and Family Counseling, CNS 567 Mental Health Diagnosis and Treatment, CNS 584 Counseling Violent and Dysfunctional Families, CNS 588 Family Systems Counseling, and CNS 596 Mental Health/Marriage and Family Internship. Emphasis is placed on developing and applying skills and knowledge related to the assessment, diagnosis, and intervention of individuals and systems in crisis. The proposed course responds to CACREP accreditation requirements to document skills and practices in various clinical applications.
    2.4   **Relationship of the proposed course to courses offered in other departments:** This course is unique to this department and to the professional mental health counseling field. COMM 564 Crisis Communication addresses the "role of communication in crisis prevention, crisis readiness and crisis resolution;" however this is only one element of the roles and responsibilities of a Professional Mental Health Counselor in crisis situations. A portion of the course content in crisis assistance and intervention is consistent with SWRK 573 Assessment and Case Management of Child Sexual Abuse; as well as with PSY 645 Consultation in Educational and Mental Health Settings.
    2.5   **Relationship of the proposed course to courses offered in other institutions:** There are CACREP-accredited programs in the Commonwealth of Kentucky that offer a course similar to the proposed course. Leading programs across the nation offer similar courses. Siena Heights

University offers "CED 650 Crisis Intervention Counseling." Texas Woman's University offers "FS 5173 Crisis Intervention Counseling." The University of Colorado offers "COUN 5550 Practice of Crisis Counseling: Trauma and Disaster Work." The University of North Texas offers "COUN5490 Crisis Intervention Counseling." These courses are essentially similar to the proposed course.

3.   Discussion of proposed course:

3.1   Course objectives:
At the conclusion of the course students will be able to:
- Apply theories, strategies, principles, and practice for people during crises, disasters and other trauma causing events. (II. C.1.; CMHC C.6)
- Understand the role of professional mental health counselor as member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. (II.G.1.c)
- Apply crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (II.G.5.g.)
- Understand the effects of crises, disasters, and other trauma-causing events on individuals, families, couples and other systems. (II.G.3.c.; CMHC A.9.; MCFC A.7.)
- Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. (II.G.3.f.)
- Understand appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (CMHC K.5.)
- Understand differences between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CMHC L.3.)
- Apply collaboration models for crisis/disaster preparedness and response. (SC M.7.)
- Understand the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events. (DLO G.4.)
- Understand models, leadership roles, and strategies for responding to community, national, and international crises and disasters. (DLO I.4.)

3.2   Content outline:
- Current theories, strategies and principles of crisis counseling
- Counselor and leadership roles in crisis intervention, emergency responses, disasters and other trauma-causing events
- Crisis assessment, diagnosis, intervention and prevention
- Individual crisis: death/grief/loss, child abuse and neglect; suicide and homicide, sexual assault/rape, addictions
- Systemic crisis: domestic violence; work-place, community, school, war and natural disaster
- Systemic, developmental and cultural considerations of diagnosis
- Crisis collaboration and consultation
- Current literature concerning effective crisis intervention models and treatment strategies
- Legal and ethical responses to crisis
- Counselor self-care

3.3   Student expectations and requirements: The proposed course will cover content included in the recently revised CACREP accreditation standards (2009). Students will explore current models and strategies related to crisis counseling and management at the individual and systems level. In addition, students will have opportunities to apply various learning objectives. Grades will be determined based on evaluations of examinations, papers, projects, and skills demonstrations.

3.4   Tentative texts and course materials:

Cavaiola, A. A., & Colford, J. E. (2006). *A practical guide to crisis intervention*. Boston, MA: Houghton Mifflin.

Dass-Brailsford, P. (2010). *Crisis and disaster counseling: Lessons learned from Hurricane Katrina and other disasters*. Thousand Oaks, CA: SAGE.

Greenstone, H. L., & Leviton, S. C. (2011). *Elements of crisis intervention: Crises and how to respond to them.* Belmont, CA: Brooks-Cole.

James, R. K. (2008). *Crisis intervention strategies* (6th ed.). Belmont, CA: Wadsworth/Thomson.

Kanel, K. (2007). *A guide to crisis intervention* (3rd ed.). Belmont, CA: Brooks/Cole.

Journal of Mental Health Counseling.

Journal of Counseling and Development.

Journal of Crisis Intervention and Suicide Prevention.

4.   Resources:

4.1   **Library resources:** Current resources are sufficient.

4.2   **Computer resources:** Current resources are sufficient.

5.   Budget implications:

5.1   **Proposed method of staffing**: Existing faculty members.

5.2   **Special equipment needed:** None

5.3   **Expendable materials needed**: None

5.4   **Laboratory materials needed**: None

6.   Proposed term for implementation: Fall 2011

7.   Dates of prior committee approvals:

Department of Counseling and Student Affairs   _____10/20/2010____

CEBS Curriculum Committee   _____11/02/2010____

Graduate Council   ___12/16/10_____

University Senate   _____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

Contact Person: Bill Kline, bill.kline@wku.edu, 270 745-4953

1. **Identification of proposed course:**
   1.1 **Course prefix (subject area) and number**: CNS 598
   1.2 **Course title:** Research and Program Evaluation in Counseling
   1.3 **Abbreviated course title**: Res & Prog Eval in Counseling
   1.4 **Credit hours and contact hours**: 3 semester hours
   1.5 **Type of course**: L-Lecture
   1.6 **Prerequisites/corequisites**: Admitted to MAE program in Counseling, School Counseling, or Student Affairs in Higher Education
   1.7 **Course catalog listing**: Research designs in counseling and student affairs. Statistical methods for needs assessment and program evaluation. Action research, evidence-based practice, ethical and cultural implications.

2. **Rationale:**
   2.1 **Reason for developing the proposed course**: The course has been developed to provide coverage of content required by the 2009 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards for Research and Program Evaluation in counseling core standards (Section II, G 8, a – f). These standards specify:

   - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
       a. the importance of research in advancing the counseling profession;
       b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
       c. statistical methods used in conducting research and program evaluation;
       d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
       e. the use of research to inform evidence-based practice; and
       f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

   In addition, CACREP specifies program area knowledge, skills, and practice standards in Clinical Mental Health, Marriage and Family Counseling, School Counseling, and Student Affairs. These, more specific, standards require the application of the core standards content to students' intended areas of counseling practice. The proposed course will emphasize profession-specific competencies and applications that are impractical in courses offered to broader student populations. Finally, the 2009 CACREP standards require course instructors to enter evaluation data for each student in terms of knowledge, skills, and practice competencies.

   2.2 **Projected enrollment in the proposed course**:
   Course enrollment will range from 24 to 36 students each year. Enrollment projections are based on admissions goals for the Department of Counseling and Student Affairs.

   2.3 **Relationship of the proposed course to courses now offered by the department**:

The Department of Counseling and Student Affairs currently does not offer a research course. The content of the proposed course will meet the CACREP accreditation standards for counseling core and program areas. The recently revised CACREP accreditation standards (2009) require specified academic content and demonstration of this content in practice. Students will apply the knowledge and skills developed in the proposed course in CNS 556 Developmental Career Counseling, CNS 552 Testing and Assessment, and practicum and internship courses (CNS 590, CNS 591, CNS 595, and CNS 596).

2.4   Relationship of the proposed course to courses offered in other departments:

The Department of Educational Administration, Leadership, and Research offers EDFN 500 Research Methods and ADED Program Development for Adults. In addition, the Department of Psychology offers PSY 512 Seminar in Experimental Design. Neither of these courses includes the necessary content to meet CACREP Research and Program Evaluation standards. Other examples include CD 500, COMM 502, PH 501, SOCL 510, GEOS 500, and SWRK 540. Each of these prepares students for research and practice in the respective discipline, and none is suitable for students in other disciplines.

2.5   Relationship of the proposed course to courses offered in other institutions:

This course is offered in counseling programs across the country. For example, Idaho State University offers COUN 611 Applied Statistics and Research, the University of Iowa offers 7C:276 Research in Rehabilitation. & Mental Health Counseling, and the University of North Texas offers COUN 6130 Research in Counseling. These courses have similar content and objectives to those in the proposed course.

3.   Discussion of proposed course:
3.1   Course objectives:
At the conclusion of the course students will be able to:
- Understand the importance of research in advancing the counseling profession.
- Understand methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research as it pertains to research in counseling and student affairs.
- Understand statistical methods used in conducting counseling and student affairs related research and program evaluation.
- Apply principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect the modification of counseling and student affairs programs.
- Apply the use of research to inform evidence-based practice in counseling and student affairs.
- Apply ethical and culturally relevant strategies for interpreting and reporting the results of counseling and student affairs based research and/or program evaluation studies.
- Understands how to critically evaluate research relevant to the practice of counseling and student affairs.
- Apply program evaluation for programs in clinical mental health, marriage and family counseling settings, schools, and in student affairs environments.
- Apply evidence-based and basic strategies for evaluating counseling and student affairs outcomes in various contexts.
- Apply relevant research findings to inform the practice of counseling and student affairs.
- Apply outcome measurements for counseling and student affairs programs, interventions and treatments.
- Use data increase the effectiveness of various interventions and programs in counseling and student affairs.

3.2   Content outline:
- Research as a means of advancing the counseling profession
- Research methods used in counseling and student affairs

- Statistical methods used in conducting counseling and student affairs research and program evaluation
- The use of findings from research and program evaluation to modify counseling and student affairs programs
- Evidence-based practice in counseling and student affairs
- Ethical and culturally relevant strategies for interpreting and reporting the results of counseling and student affairs based research and/or program evaluation studies
- Evaluation of research relevant to the practice of counseling and student affairs
- Program evaluation in clinical mental health, marriage and family counseling settings, schools, and in student affairs environments
- Use of evidence-based research and basic strategies in program evaluation process
- Application of research findings to inform the practice of counseling and student affairs
- Use of outcome measurements for counseling and student affairs programs, interventions and treatments
- Use data to increase the effectiveness of various interventions and programs in counseling and student affairs

3.3 **Student expectations and requirements:** Course evaluation will include measures of student performance on course group research projects, research papers and / or proposals, and examinations.

3.4 **Tentative texts and course materials:**

Altschuld, J. W. & White, J. L. (2010). *Needs assessment.* Thousand Oaks, CA: Sage.

Chen, H. (2005). *Practical program evaluation: Assessing, and improving planning, implementation, and effectiveness.* Thousand Oaks, CA: Sage.

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, CA: Sage.

Drummond, R.J. (2000). *Appraisal procedures for counselors and helping professionals* (4th ed.). New York: Macmillan.

Flick, U. (1998). *An introduction to qualitative research.* Thousand Oaks, CA: Sage.

Galvan, J.L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences.* Los Angeles, CA: Pyrczak.

Heppner, P. P., Wampold, B. E., & Kivlighan, D. (2007*). Research design in counseling (3rd ed.).* Belmont, CA: Brooks/Cole.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Journal of Counseling and Development
Journal of Mental Health Counseling
Professional School Counseling
The Family Journal: Counseling and Therapy for Couples and Families
Journal of College Student Development

4. **Resources:**
   4.1 Library resources: Current resources are sufficient.
   4.2 Computer resources: Current resources are sufficient.

5. **Budget implications:**
   5.1 Proposed method of staffing: Existing faculty members
   5.2 Special equipment needed: None
   5.3 Expendable materials needed: None
   5.4 Laboratory materials needed: None

6. **Proposed term for implementation: Fall 2011**

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

Department of Counseling and Student Affairs	_____10/20/2010_____
CEBS Curriculum Committee	_____11/02/2010_____
Professional Education Council	_____11/10/2010_____
Graduate Council	____12/16/10_____
University Senate	_____

Attachment: Bibliography, Library Resources Form, **Course Inventory Form**

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Guangming Xing guangming.xing@wku.edu 270-745-8848

1.   **Identification of course:**

    1.1   Current course prefix (subject area) and number: CS 443G
    1.2   Course title: Data Base Management Systems
    1.3   Credit hours: 3

2.   **Revise course title:**

    2.1   Current course title: Data Base Management Systems
    2.2   Proposed course title: Database Management Systems
    2.3   Proposed abbreviated title: Database Management Systems
    2.4   Rationale for revision of course title:
             There should be no space between data and base. The new course title removes the space.

3.   **Revise course number:**
    N/A

4.   **Revise course prerequisites/corequisites/special requirements:**

    4.1   Current prerequisites/corequisites/special requirements:
             CS 338 and CS 360 or equivalent
    4.2   Proposed prerequisites/corequisites/special requirements:
             CS 280 and CS 360 or permission of instructor
    4.3   Rationale for revision of course prerequisites/corequisites/special requirements:
             CS 280 is new number of CS 338. Students with other backgrounds may be enrolled in the course
             with the permission of the instructor.
    4.4   Effect on completion of major/minor sequence:
             N/A

5.   **Revise course catalog listing:**

    5.1   Current course catalog listing:
             Examines the design and implementation of data base management systems. In addition to
             studying data organization and management, the course provides a survey of several data base
             management systems. Assigned projects will require use of several established data base systems.
    5.2   Proposed course catalog listing:
             Organization and management of large data files, various database paradigms, database design
             theory, query optimization, physical database design, database security, distributed databases.

    5.3   Rationale for revision of course catalog listing:
             Computer Science is a rapidly evolving field. The new listing better reflects the modern topics
             taught in the course.

6.   **Revise course credit hours:**
    N/A

7.   Proposed term for implementation:
Fall 2011

8.   Dates of prior committee approvals:

Department of Math and CS: ___November 5, 2010

Ogden College Graduate Committee   ___Nov. 19, 2010___

Graduate Council   ___12/16/10_____

University Senate   _____

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Guangming Xing guangming.xing@wku.edu (270)745-8848

1.   **Identification of course:**

   1.1   Current course prefix (subject area) and number: CS 450G
   1.2   Course title: Computer Networks
   1.3   Credit hours: 3

2.   **Revise course title:**
           N/A

3.   **Revise course number:**
           N/A

4.   **Revise course prerequisites/corequisites/special requirements:**

   4.1   Current prerequisites/corequisites/special requirements:
              CS 325
   4.2   Proposed prerequisites/corequisites/special requirements: CS 425 or permission of instructor.
   4.3   Rationale for revision of course prerequisites/corequisites/special requirements:
              CS 425 is a better prerequisite for graduate students for CS 450G than CS 325, since it covers
              important concepts needed when studying computer networks at the graduate level.

   4.4   Effect on completion of major/minor sequence:
              N/A

5.   **Revise course catalog listing:**

   5.1   Current course catalog listing:
              Basic networking concepts, network life cycle, transmission media/control, design models and
              issues, Internet working, hardware/software, applications.
   5.2   Proposed course catalog listing:
              An advanced study of the design and implementation of computer networks. Topics include
              network topologies, switching techniques, routing, end-to-end protocols, quality of service, and
              other advanced topics, e.g. wireless networks and multimedia networks.
   5.3   Rationale for revision of course catalog listing:
              Computer Science is a rapidly evolving field. The new listing better reflects the modern topics
              taught in the course.

6.   **Revise course credit hours:**
           N/A

7.   **Proposed term for implementation:**
           Spring 2012

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

Department of Math and CS: ___November 5, 2010

Ogden College Graduate Committee ___Nov. 19, 2010___

Graduate Council ___12/16/10_____

University Senate _____

Content Outline:

Foundation for computer networks (8 hours)
Internetworking (4 hours)
Wide area networks (4 hours)
Quality of service (4 hours)
ATM networks (3 hours)
Wireless Networks (6 hours)
Content delivery networks (6 hours)

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

Contact Person: Donald R. Nims, donald.nims@wku.edu, 56316

1.   Identification of course:
        1.1   Course prefix (subject area) and number: CNS 580
        1.2   Course title: Family Life Studies
        1.3   Credit hours: 3

2.   Current course catalog listing: General philosophy & broad principles of family life education for the counselor & teacher. Issues of Gender, ethnicity, sexism & gender role stereotyping & their impact on the individual family member as well as the family system.

3.   Proposed course catalog listing: Issues and events that impact the family life cycle including gender role stereotyping, ethnicity, children, job loss, death and dying, natural disasters and other trauma-causing events.

4.   Rationale for revision of the course catalog listing: The department is updating all courses and revising course descriptions to reflect the 2009 Standards for Marriage and Family Therapy Programs as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While the content of CNS 580 is the same, the proposed revised catalog description is more consistent with the current CACREP language in the specific standards that this course is designed to address.

5.   Proposed term for implementation: Fall 2011

6.   Dates of prior committee approvals:

        Department of Counseling and Student Affairs: September 29, 2010

        CEBS Curriculum Committee: __November 2, 2010__

        Graduate Council: ___12/16/10_____

        University Senate: _____

Attachment: Course Inventory Form

Proposal Date: Oct 1, 2010

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Delete a Course
(Consent Item)

Contact Person: Guangming Xing, guangming.xing@wku.edu, 5-8848

1.   Identification of course:
        1.1   Current course prefix (subject area) and number: CS 442G
        1.2   Course title: Data Structures and Algorithm Analysis
        1.3   Credit hours: 3

2.   Rationale for the course deletion:
        The development of computer science curriculum has made the course unnecessary for our program.

3.   Effect of course deletion on programs or other departments, if known:
        No effect on the current degree programs or students.

4.   Proposed term for implementation:
        Spring 2011

5.   Dates of prior committee approvals:

        Department of Mathematics and Computer Science   ____Oct 22, 2010_____

        Ogden College Graduate Committee   ____Nov. 19, 2010____

        Graduate Council   ___12/16/10_____

        University Senate   _____

Attachment: Course Inventory Form

Proposal Date: Oct 1, 2010

Ogden College of Science and Engineering
Department of Mathematics and Computer Science
Proposal to Delete a Course
(Consent Item)

Contact Person: Guangming Xing, guangming.xing@wku.edu, 5-8848

1.   **Identification of course:**
        1.1   Current course prefix (subject area) and number: CS 444G
        1.2   Course title: Programming Languages
        1.3   Credit hours: 3

2.   **Rationale for the course deletion:**
        The development of computer science curriculum has made the course unnecessary for our program.

3.   **Effect of course deletion on programs or other departments, if known:**
        No effect on the current degree programs or students.

4.   **Proposed term for implementation:**
        Fall 2011

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

        Department of Mathematics and Computer Science   ___Oct 22, 2010_____

        Ogden College Graduate Committee   ___Nov. 19, 2010____

        Graduate Council   ___12/16/10_____

        University Senate   _____

Attachment: Course Inventory Form

College of Health and Human Services
Department of Kinesiology, Recreation, and Sport
Proposal to Revise A Program
(Action Item)

Contact Person: Fred Gibson, Ph.D.; fred.gibson@wku.edu; (270) 745-6021

1.   Identification of program:
        1.1   Current program reference number: 095
        1.2   Current program title: Recreation and Sport Administration
        1.3   Credit hours: 33

2.   Identification of the proposed program changes: This proposal is to create a concentration in Facility and Event Management, an emphasis area offered unofficially for several years in our graduate program. This will include three electives that will become required courses in the concentration.

3.   Detailed program description: This concentration will include the required courses for the General Recreation and Sport degree plus REC 426G, RSA 530, and RSA 598 as outlined below.

		Existing Program (credit hours)				Proposed Concentration (credit hours)	
RSA	510	Research Methods in Recreation & Sport	3	RSA	510	Research Methods in Recreation & Sport	3
RSA	513	Recreation & Sport Administration	3	RSA	513	Recreation & Sport Administration	3
RSA	515	Recreation & Sport Facility Development	3	RSA	515	Recreation & Sport Facility Development	3
RSA	517	Legal Issues in Recreation and Sport	3	RSA	517	Legal Issues in Recreation and Sport	3
RSA	519	Fiscal Practices in Recreation and Sport	3	RSA	519	Fiscal Practices in Recreation and Sport	3
RSA	521	Public Relations in Recreation & Sport	3	RSA	521	Public Relations in Recreation and Sport	3
RSA	523	Theory of Recreation and Sport	3	RSA	523	Theory of Recreation and Sport	3
RSA	590	Practicum	3	RSA	590	Practicum	3
		Elective	3	**REC**	**426G**	**Facility Planning and Design**	**3**
		Elective	3	**RSA**	**530**	**Advanced Studies**	**3**
		Elective	3	**RSA**	**598**	**Master's Project**	**3**
		Total Credits	33			Total Credits	33

4.   Rationale for the proposed program change: Recreation and sport professionals with qualifications and skills in facility and event management are extremely marketable. Numerous professional organizations emphasize trainings and certifications in facility and event management for their members. These offerings can include aquatic management, crowd control, playground safety, accessibility, risk management, construction standards, turf management, emergency action planning, green design and sustainability, and many more. Examples of recreation and sport professionals who can benefit from this concentration include, but not limited to the following: Municipal Park and Recreation Employees Stadium and Arena Managers Collegiate and Professional Sport Facility Managers Golf Course Personnel Convention and Conference Center Employees Campus Recreation Employees Facility and Event Security Personnel Event Planners Aquatic Facility Managers

The proposed degree program allows for specialized instruction and yet is general enough to attract a large pool of prospective students. The concentration will be advertised to the membership of the following organizations:

Stadium Managers Association http://www.stadiummanagers.org/
International Association of Assembly Managers http://www.iaam.org/
Council for Facilities and Equipment http://www.aahperd.org/aapar/people/councils/FE.cfm
National Intramural-Recreational Sports Association http://www.nirsa.org
North American Society for Sport Management http://www.nassm.com/
National Association for Sport and Physical Activity http://www.aahperd.org/naspe/

National Recreation and Park Association http://www.nrpa.org/

5.   **Proposed term for implementation and special provisions:** Fall 2011

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

      KRS Department: Oct. 27, 2010

      CHHS Graduate Curriculum Committee   __Nov 15, 2010_____

      Graduate Council   ___12/16/10_____

      University Senate   _____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise A Program
(Action Item)

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 270 745-4799

1.   **Identification of program:**
  1.1   Current program reference number: 043
  1.2   Current program title: Counseling
  1.3   Credit hours:60

2.   **Identification of the proposed program changes:**
  - Revise program description narrative to reflect program changes and clarify program structure.
  - Eliminate the narrative section in the Graduate Catalog that describes degree requirements.
  - Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs master's degree program in Counseling concentrations in Clinical Mental Health Counseling and Marriage and Family Therapy.
  - Remove PSY 512 Seminar in Experimental Design and EDFN 500 Research Methods as restricted electives.
  - Change title of CNS 567 Mental Health Counseling as listed in the catalog narrative to reflect its official title, Mental Health Diagnosis & Treatment.
  - Revise *Counseling Core Requirements*
  - Concentration 1 - Mental Health Counseling Changes
    - Change Concentration 1 - Mental Health Counseling program title to Clinical Mental Health Counseling.
    - Change Clinical Mental Health requirements to reflect the following changes.
      - Delete CNS 553 Community Resources in Counseling as a required course.
      - Delete one semester (3 hours) of CNS 596 Internship.
      - Require CNS 587 Professional Mental Health Counseling Practice, CNS 592 Crisis Counseling, CNS 583 Marriage Therapy, CNS 568 Counseling Children and Adolescents and CNS 588 Family Systems Counseling.
    - Change the 9-hour elective requirement to a 3-hour elective requirement.
  - Concentration II – Marriage and Family Therapy
    - Change Concentration II – Marriage and Family Therapy requirements to reflect changes in the Counseling core curriculum.

3.   Detailed program description:

Current	Proposed
Master of Arts in Education: Counseling, Ref. # 043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm. The MAE in Counseling meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. Both the Mental Health Counseling and the Marriage and Family Therapy programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). **Admission Requirements** Applicants to this 60-hour program must first meet Graduate Studies GAP score (GPA x GRE) requirements for admission (currently 2200). In addition, the student must have either a minimum score of 900 on the GRE (with a minimum of 4.0 on the Analytical Writing section) or a minimum grade point average of 2.9 in the last 30 hours of course work in the undergraduate degree program. After acceptance into Graduate Studies the student meets with an advisor to complete a Form C that lists all of the courses the student must take to complete the degree program. The advisor also will go over a suggested course sequence to facilitate progression through the program. After completing approximately15 hours, the student completes Form D (Admission to Candidacy) and submits it to the advisor, who will send it to Graduate Studies. After being admitted by Graduate Studies and Research applicants must also complete the Admission to the Counseling and Student Affairs Programs application packet. This application packet includes a letter of introduction/personal statement that addresses goals for the program, picture, signed statement, criminal background check, and two letters of recommendation. The application must be submitted after completing two CNS courses but before completing five courses. It is recommended that EDFN 500 be taken within the first 15 hours; it cannot be taken during the last semester of enrollment. Applications are available in the departmental office.	**Master of Arts in Education: Counseling, Ref. # 043** The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm. The MAE **in Counseling has two concentrations and** meets the educational requirements for licensure as a Licensed Professional Clinical Counselor and/or Licensed Marriage and Family Therapist in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. **The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage and Family Therapy concentrations in the Counselor master's degree program.** **Application for admission to the MAE: Counseling concentrations in Clinical Mental Health Counseling and the Marriage and Family Therapy.** **Review of completed applications begins April 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.** **Application for admission requires three steps:** **Step 1. Submit required materials to Graduate Studies. Step 2. Apply for admission to the Counseling program's Clinical Mental Health Counseling or Marriage and Family Therapy concentration. Step 3. If invited by the faculty, participate in an interview process on campus.** **Step 1. Submit required materials to Graduate**

Degree Requirements—60 hours
The student should begin thinking about the Practicum and Internship experience at
the time of admission into the program. The prerequisites for Practicum are CNS 554,
558, 559, and 560. These courses should be taken the first spring semester. If enrolled in
fewer than 12 hours, the student should take the courses during spring semesters until
they are completed.
A comprehensive exam is given during the student's last semester. The exam includes
objective and essay questions over the core courses of the program. Students must
complete EDFN 500 at least one semester before taking the exam, preferably at the
beginning of the program.
Students who enroll in courses prior to being accepted into Graduate Studies are
advised to contact an advisor to discuss appropriate courses to take.
Substitutions for required courses must be approved by the student's advisor, the
program faculty, and Graduate Studies.

Studies

A. **Complete the online graduate application process found at the following address:** https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR
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 Graduate Studies.**

   Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

D. *Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.*

Step 2 . Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or Marriage and Family Therapy.

The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:
1. **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.**
   a. **Discuss what it would mean to you to become a counselor.**
   b. **Describe your personal characteristics that prepare you to**

become an effective counseling professional.

c. Discuss how you deal with your emotional reactions to events in your life.

d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.

e. Briefly discuss how you deal with stressful events.

f. Explain how your friends and family would describe the way you function in your relationships with them.

g. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

2. A completed admission form PDF | MS Word,

a. 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.

b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program*.

3. Three recommendations that use the Candidate Recommendation Form: PDF | MS Word

a. 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.*

b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an

envelope in which they will seal the recommendation.

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

4. An unofficial copy of your transcripts and GRE or Miller Analogy scores.
5. A current vita
6. Mail your complete application   portfolio to:

> **Department of Counseling and Student Affairs**
>
> **Clinical Mental Health Counseling and Marriage and Family Therapy concentrations**
> **Western Kentucky University**
> **Tate Page Hall 409**
> **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.

<u>Step 3.</u> If invited, participate in the on-campus interview process.

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

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

2. Discussion of academic and professional goals.

3. Expectations of faculty.

4. Demonstration of interpersonal skills and insight

into personal motivations.

5. **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.

Counseling Core Requirements (**48** hours)
CNS 552 Testing & Assess in Counseling - 3
CNS 554 Group Counseling - 3
CNS 555 Social and Cultural Diversity - 3
CNS 556 Developmental Career Counseling - 3
CNS 557 Human & Family Development - 3
CNS 558 Theories of Counseling - 3
CNS 559 Techniques of Counseling - 3
CNS 560 Professional Studies in Counseling and Marriage & Family Therapy - 3
CNS 567 Mental Health Diagnosis & Treatment - 3
CNS 583 Marriage Therapy - 3
CNS 588 Family Systems Counseling - 3
CNS 637 Theories of Addictions - 3
CNS 591 Mental Health/Marriage and Family Practicum* - 3
CNS 596 Mental Health/Marriage and Family Internship (6 hours)^
CNS 598 Research and Program Evaluation in Counseling - 3
^Internship must be taken over a period of two semesters

*Concentration I – **Clinical** Mental Health Counseling (MNHC) Requirements—**12** hours*
CNS 568 Counseling Children and Adolescents - 3
CNS 587 Professional Mental Health Counseling Practice - 3
CNS 592 Crisis Counseling - 3
Clinical Mental Health Counseling Elective – 3 hours. Elective selected in consultation with advisor.

General Rquirements—3 hours
EDFN 500 Research Methods
OR **PSY 512 Seminar in Experimental Design**
Counseling Core Requirements (**39 hours**)

CNS 552 Testing & Assess in Counseling - 3
CNS 554 Group Counseling - 3
CNS 555 Social and Cultural Diversity - 3
CNS 556 Developmental Career Counseling - 3
CNS 557 Human & Family Development - 3
CNS 558 Theories of Counseling - 3
CNS 559 Techniques of Counseling - 3
CNS 560 Professional Studies in Counseling and
Marriage & Family Therapy - 3
CNS 567 Mental Health Counseling - 3
CNS 637 Theories of Addictions - 3
CNS 591 Mental Health/Marriage and Family
Practicum* - 3
CNS 596 Mental Health/Marriage and Family Internship
(6 hours)^
*To enroll in practicum the student must have completed
the following prerequisites: twelve
hours in counseling courses including the following:
CNS 554, 558, 559, and 560.The
student must also have been formally admitted to
Counseling and Student Affairs.
^Internship must be taken over a period of two semesters

Concentration I - Mental Health Counseling (MNHC)
Requirements—18 hours
CNS 553 Community Resources in Counseling
CNS 596 Internship†
One of the following:
CNS 561 Counseling Children
CNS 562 Counseling Adolescents
CNS 563 Counseling Adults
CNS 564 Counseling the Elderly
CNS 568 Counseling Children and Adolescents
Electives
9 hours taken from counseling, psychology, sociology,
or other
behavioral science courses approved by advisor
†These hours are in addition to the 6 hours listed under
"Counseling Requirements."

Concentration II - Marriage and Family Therapy
(MHMF)—18 hours
CNS 580 Family Life Studies
CNS 582 Sex Therapy
CNS 583 Marriage Therapy
CNS 584 Counseling Violent & Dysfunctional Families
CNS 586 Parenting Issues
CNS 588 Family Systems Counseling
Note: All students must pass a final comprehensive
examination. Comprehensive examinations are
given in the fall, spring, and summer semesters. Students
must meet the criteria established by the
College of Education and Behavioral Sciences in order
to be eligible to take the comprehensive
examination. The comprehensive exam policy and
application may be found here:

Concentration II - Marriage and Family Therapy
(MHMF)—12 hours
CNS 580 Family Life Studies - 3
CNS 582 Sex Therapy - 3
CNS 584 Counseling Violent & Dysfunctional Families
- 3
CNS 586 Parenting Issues – 3

Note: All students must pass a final comprehensive
examination. Comprehensive examinations are
given in the fall, spring, and summer semesters. Students
must meet the criteria established by the
College of Education and Behavioral Sciences in order
to be eligible to take the comprehensive
examination. The comprehensive exam policy and
application may be found here:
http://edtech.wku.edu/programs/graduate/mae-comp-
exams/index.htm.

http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm.	

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

- Revise program description narrative to reflect program changes and clarify program structure.

Narrative was changed to reflect Mental Health Counseling concentration name change to Clinical Mental Health Counseling, accreditation status for both Clinical Mental Health Counseling and Marriage and Family Therapy concentrations, and clarify program structure.

- Eliminate current catalog description of degree requirements

This content will be addressed as an advising issue and is published in the Department of Counseling and Student Affairs Student Handbook. Degree requirements are consistent with the CACREP standards.

- Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs master's degree program in Counseling concentrations in Clinical Mental Health Counseling and the Marriage and Family Therapy.

Modifications in admissions requirements and procedures will provide a platform for a more holistic evaluation process. Traditional academic qualifications, life and work experience, a reflective writing sample, along with an admissions interview will provide faculty with more relevant admissions information regarding prospective counselors.
- Remove EDFN Research Methods and PSY 512 Seminar in Experimental Design as restricted electives.

Course content is inconsistent with CACREP accreditation content standards. CNS 598 Research and Program Evaluation in Counseling is being added to *Counseling Core Requirements*.

- Change title of CNS 567 Mental Health Counseling as listed in the catalog narrative to reflect its official title, Mental Health Diagnosis and Treatment

The title of CNS 587 was changed officially in 2003, but the catalog narrative was not corrected. The official title of CNS 587 is Mental Health Diagnosis and Treatment.

- Revise *Counseling Core Requirements*

In order to meet CACREP accreditation standards and to strengthen the Clinical Mental Health Counseling concentration, two courses included in the Marriage and Family Therapy concentration are being included as required courses in the Clinical Mental Health Counseling program.
CNS 598 Research and Program Evaluation in Counseling is being added as a requirement for both concentrations.
Because CNS 583 Marriage Therapy, CNS 588 Family Systems Counseling, and CNS 598 Research and Program Evaluation are shared by both concentration areas the *Counseling Core Requirements* are being increased by 3 courses or 9 semester hours.

- Concentration 1 - Mental Health Counseling Changes

-
  - o Change Concentration I - Mental Health Counseling program title to Concentration I - Clinical Mental Health Counseling.

    This change is consistent with the program title in the revised Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The 2009 standards renamed Mental Health Counseling – Clinical Mental Health Counseling. The proposed change will make the program concentration title consistent with national accreditation terminology.

  - o Change Clinical Mental Health requirements to reflect the following changes.

    - ▪ Delete CNS 553 Community Resources in Counseling as a required course.

      A curriculum audit revealed that several other classes include content covered in this course.

    - ▪ Delete one semester (3 hours) of CNS 596 Internship.

      Revised standards require 600 hours of internship, a reduction of 300 internship hours from previous accreditation requirements. (A three-semester hour internship course includes 300 hours of internship.)
    - ▪ Require CNS 587 Professional Mental Health Counseling Practice, CNS 592 Crisis Counseling, CNS 583 Marriage Therapy, CNS 568 Counseling Children and Adolescents, and CNS 588 Family Systems Counseling.

      These courses are being changed to required courses to cover content needed to meet CACREP knowledge base standards and to reflect faculty perspectives on the practice of clinical mental health counseling.
  - o Change the 9-hour elective requirement to a 3-hour elective requirement.

    Faculty members believe that a 3 hour elective course will allow students to develop an area of interest in a specialized clinical application. Students, with advisor approval, will choose an elective course that may include CNS 569 Play Therapy, CNS 584 Counseling in Violent and Dysfunctional Families, CNS 586 Parenting Issues, or a course outside the Department of Counseling and Student Affairs.

- Concentration II – Marriage and Family Therapy

  - o Change Concentration II – Marriage and Family Therapy requirements to reflect changes in the Counseling core curriculum.

    Changes were made to reflect the two course increase in *Counseling Core Requirements*.

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

6.   Dates of prior committee approvals:

Department of Counseling and Student Affairs:	_____10/20/2010_____
CEBS Curriculum Committee	_____11/02/2010_____
Graduate Council	___12/16/10_____
University Senate	_____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise A Program
(Action Item)

Contact Person: Aaron W. Hughey, Aaron.Hughey@wku.edu, 745-4849

1.   **Identification of program:**
  1.1   **Current program reference number:** 145
  1.2   **Current program title:** Student Affairs in Higher Education
  1.3   **Credit hours:** 48

2.   **Identification of the proposed program changes:**
  - Remove current program description from the Graduate Catalog and replace with revised program description
  - Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs Master's Degree Programs
  - Remove EDFN 500 Research Methods and replace with CNS 598 Research and Program Evaluation in Counseling
  - Eliminate the two electives required in the current program and replace with two required courses: CNS 552 Testing and Assessment in Counseling and CNS 589 Group Dynamics in Student Affairs and Higher Education

3.   **Detailed program description:**

Current	Proposed
Master of Arts in Education: Student Affairs in Higher Education Ref. # 045	**Master of Arts in Education: Student Affairs in Higher Education Ref. # 045**
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm.	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm.
The MAE program in Student Affairs in Higher Education is designed to prepare individuals for entry and mid-level positions in the Student Affairs profession. Graduates of the program are qualified to work in a variety of higher education settings, ranging from community/technical institutions through comprehensive universities. The program is theoretically based, yet applications oriented.	**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 postsecondary 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.**
	Application for admission to the MAE: Student Affairs in Higher Education program
	Review of completed applications begins April 15 each year for admission in the following fall semester.

Admission Requirements
Applicants to this 48-hour program must meet Graduate Studies requirements for
admission; i.e., a GAP score (GPA x GRE) of 2200. In addition, they must achieve a
GRE Analytical Writing score of at least 3.5.
After being admitted by Graduate Studies and Research applicants must also complete
the Admission to the Counseling and Student Affairs Programs application packet. This
application packet includes a letter of introduction/personal statement that addresses
goals for the program, picture, signed statement, criminal background check, and two
letters of recommendation. The application must be submitted after completing two CNS
courses but before completing five courses. It is recommended that EDFN 500 be taken
within the first 15 hours. Applications are available in the departmental office.

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, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and extended campuses.

Application for admission requires three steps:

Step 1. Submit required materials to Graduate Studies. Step 2. Apply for admission to the Student Affairs in Higher Education program. Step 3. If invited by the faculty, participate in an interview process on campus.

Step 1. Submit required materials to Graduate Studies

A. Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR
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 Graduate Studies.

   Be sure to complete the GRE or Miller Analogy Test several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.

D. *Understand that submitting materials to Graduate Studies is required. Submission of materials to Graduate Studies does not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.*

Step 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 April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

1. 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.
   a. Discuss what it would mean to you to become a Student Affairs professional.
   b. Describe your personal characteristics that prepare you to become an effective Student Affairs professional.
   c. Discuss how you deal with your emotional reactions to events in your life.
   d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.
   e. Briefly discuss how you deal with stressful events.
   f. Explain how your friends and family would describe the way you function in your relationships with them.
   g. Present your career objectives and discuss how a master's degree in Student Affairs in Higher Education will prepare you to meet these objectives.
2. A completed admission form **PDF** | **MS Word**,
   a. 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.

  b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application for clinical placement in practicum and internship sites.) *Falsification of the information in this statement or any other part of the application is grounds for immediate dismissal from the program*.

3. Three recommendations that use the Candidate Recommendation Form: **PDF** | **MS Word**

  a. 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.*

  b. 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.

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

4. An unofficial copy of your transcripts and GRE or Miller Analogy scores.

5. A current vita

6. Mail your complete application   portfolio to:

    Department of Counseling and Student Affairs

    Student Affairs in Higher Education Program
    Western Kentucky University
    Tate Page Hall 409

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.

Step 3. **If invited, participate in the on-campus interview process.**

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

6. **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.**

7. **Discussion of academic and professional goals.**

8. **Expectations of faculty.**

9. **Demonstration of interpersonal skills and insight into personal motivations.**

10. **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—48 hours
General Professional Requirements—18 hours
CNS 598 Research and Program Evaluation in Counseling - 3
CNS 552 Testing and Assessment in Counseling - 3
CNS 555 Social and Cultural Diversity in Counseling - 3

	CNS 556 Career Counseling - 3 CNS 577 Counseling Concepts and Applications for Student Affairs Professionals - 3 CNS 558 Counseling Theories - 3 *Student Affairs Major Requirements—30 hours* CNS 571 Introduction to Student Affairs - 3 CNS 572 The College Student Experience - 3 CNS 574 Student Development in Higher Education - 3 CNS 585 Leadership and Administration in Student Affairs – 3 **CNS 589 Group Dynamics in Student Affairs and Higher Education - 3** CNS 610 Assessment and Accountability in Student Affairs and Higher Education - 3 CNS 670 Parameters of Law in Student Affairs and Higher Education - 3 CNS 590 Practicum - 3 CNS 595 Internship – 6
Degree Requirements—48 hours *General Professional Requirements—15 hours* EDFN 500 Research Methods - 3 CNS 555 Social and Cultural Diversity in Counseling -3 CNS 556 Career Counseling - 3 CNS 577 Counseling Concepts and Applications for Student Affairs Professionals - 3 CNS 558 Counseling Theories *Student Affairs Major Requirements—27 hours* CNS 571 Introduction to Student Affairs - 3 CNS 572 The College Student Experience - 3 CNS 574 Student Development in Higher Education - 3 CNS 585 Leadership and Administration in Student Affairs - 3 CNS 610 Assessment and Accountability in Student Affairs and Higher Education -3 CNS 670 Parameters of Law in Student Affairs and Higher Education - 3 CNS 590 Practicum - 3 CNS 595 Internship - 3 *Electives—6 hours* Chosen with advisor approval.	

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

Faculty in the Department of Counseling and Student Affairs made the decision to pursue Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for all of our degree programs. The admissions and curricular changes proposed here represent a strategy to strengthen the Student Affairs curriculum by ensuring compliance with the CACREP Standards in general as well as for Student Affairs and College Counseling programs in particular. To some extent, they are also the result of a self-study that was conducted in order to determine compliance with the Council for the Advancement of Standards (CAS)

Standards for student affairs graduate preparation programs that was conducted in 2008. Finally, it should be noted that these changes are based on formal as well as informal feedback from graduates of the program as well as employers of those graduates.

- Remove current program description from the Graduate Catalog and replace with revised program description

The revised program description is a more accurate description of what the degree actually entails. Specific content will be addressed as an advising issue and will be published in the Department of Counseling and Student Affairs Student Handbook. Program requirements are consistent with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.

- Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs Master's Degree Programs

Modifications in admissions requirements and procedures will provide a platform for a more holistic evaluation process. Traditional academic qualifications, life and work experience, and a reflective writing sample, along with an admissions interview, will provide faculty with more relevant admissions information regarding prospective student affairs professionals. It will also provide applicants with an opportunity to present more comprehensive documentation and demonstration of their potential as student affairs professionals – a potential that may not be adequately reflected in the current admissions process.

- Remove EDFN 500 Research Methods and replace with CNS 598 Research and Program Evaluation in Counseling

CNS 598 is a new course designed to specifically cover the knowledge and skills needed by counselors and student affairs professionals in general as indicated in the CACREP Standards (Common Core Standard # 8: Research and Program Evaluation) as well as the specific knowledge and skills indicated for student affairs professionals (Student Affairs and College Counseling: Research and Evaluation Standards I. and J.) The current required research course (EDFN 500) does not sufficiently address these standards. Although many concepts and applications related to conducting and consuming research are somewhat generic, experience has indicated that counselors and student affairs professionals could benefit from having a research course that is more precisely tailored to their particular field of study.

- Eliminate the two electives required in the current program and replace with two required courses: CNS 552 Testing and Assessment in Counseling and CNS 589 Group Dynamics in Student Affairs and Higher Education

In the current program students are permitted to take two electives that should be related to the specific personal interests and career aspirations of the individual student concerned. Although having this flexibility has sometimes been considered desirable, overall it has been determined that these six hours are needed to ensure greater quality and meet the applicable CACREP core and program area standards.

Requiring all students in the Student Affairs degree program to take CNS 552 (Testing and Assessment in Counseling) will help to ensure that the applicable CACREP standards are met (specifically, Common Core Standard # 7: Assessment, as well as Student Affairs and College Counseling: Assessment Standards G. and H.). Moreover, having more exposure to testing and assessment concepts and applications will also help aspiring student affairs professionals be more proficient when working with college students on career as well as various other issues related to their overall adjustment, development, and mental health.

Requiring all students in the Student Affairs degree program to take CNS 589 (Group Dynamics in Student Affairs and Higher Education) will also help to ensure that the applicable CACREP standards are met (specifically, Common Core Standard # 6: Group Work). Student Affairs professionals work extensively with various kinds of task and psychoeducational groups on a routine basis. The current curriculum does not provide sufficient instruction and practical experience in this particular dimension. This course will better prepare

aspiring student affairs professionals to lead and facilitate a wide variety of groups within the context of higher education settings.

5.   Proposed term for implementation and special provisions (if applicable): Fall 2011

6.   Dates of prior committee approvals:

   Department of Counseling and Student Affairs: ____10/20/10_____

   CEBS Curriculum Committee   ___11/02/2010_____

   Graduate Council   ___12/16/10_____

   University Senate   _____

Attachment: Program Inventory Form

Proposal Date: 10/09/2010

College of Education and Behavioral Sciences
Department of Counseling and Student Affairs
Proposal to Revise A Program
(Action Item)

Contact Person: Cynthia Mason, Cynthia.mason@wku.edu , 270 745-4953

1.   Identification of program:
      1.1   Current program reference number: 046
      1.2   Current program title: School Counseling
      1.3   Credit hours: 36

2.   Identification of the proposed program changes:
- Change program description to be consistent with proposed changes in curriculum and program philosophy.
- Remove Admissions Requirements and replace with Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.
- Revise curriculum to meet the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards for School Counseling programs.
- Change title of CNS 559 Counseling Techniques as listed in the catalog narrative to reflect its official title, Techniques of Counseling.
- Change title of CNS 590 School Practicum as listed in the catalog narrative to reflect its official title, Practicum.

3.   Detailed program description:

Master of Arts in Education: School Counseling, Ref. # 046	Master of Arts in Education: School Counseling, Ref. # 046
The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm. **The School Counseling program is intended for the educator who plans to enter the field of school counseling or intends to upgrade personal relationship building**. This **36-hour** program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.	The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm. **The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors.** This **48**-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.
Admission Requirements Applicants for admission are expected to attain a GAP score consistent with the minimum established by the university (currently 2200) and achieve a GRE Analytical Writing score of at least 3.5. Kentucky residents must also possess a valid teaching certificate; applicants from other states will be considered on a case-by-case basis.	**Application for admission to the MAE: School Counseling** *__The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications from teachers certified in Kentucky AND from applicants who are not certified as teachers in Kentucky. Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are__*

After acceptance into Graduate Studies the student should meet with the assigned advisor during the first 12 hours of course work to complete a Form B/C that lists all of the courses the student must take to complete the degree program. The advisor also will go over a suggested course sequence to facilitate progression through the program. After completing approximately15 hours, the student should complete the Admission to Candidacy (Form D) and submit it to his or her advisor, who will send it to Graduate Studies.

After being admitted by Graduate Studies and Research applicants must also complete the Admission to the Counseling and Student Affairs Programs application packet. This application packet includes a letter of introduction/personal statement that addresses goals for the program, picture, signed statement, criminal background check, and two letters of recommendation. The application must be submitted after completing two CNS courses but before completing five courses. It is recommended that EDFN 500 be taken within the first 15 hours; it cannot be taken during the last semester of enrollment.

Applications are available in the departmental office.

presented as minimum admissions requirements. Review the procedures presented below carefully to ensure you will have supplied the necessary information.

Review of completed applications begins April 15 each year for admission the following fall semester. These reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.

Application for admission requires three steps:

Step 1. Submit required materials to Graduate Studies. Step 2. Apply for admission to the School Counseling Program. Step 3. If invited by the faculty, participate in an interview process on campus.

Step 1. Submit required materials to Graduate Studies

   A. **Complete the online graduate application process found at the following address:** https://acsapps.wku.edu/pls/prod/bwskalog.P_DispLoginNon?app_level=GR

   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. Applicants without a Kentucky teaching certificate must have **a minimum overall GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours. Admission is competitive; the GPA listed above is the minimum.**

   D. Submit an official report of the Graduate Record Examination (GRE) *(including the analytic writing section)* directly to Graduate Studies.

   Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score

reports to be received by Graduate Studies.

NOTE: All applicants for the School Counseling Program are required to submit GRE scores. Minimum scores for applicants who are not certified as teachers require at least **a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5. Admissions are competitive and these scores represent minimum acceptable scores.**

E. *Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in* School Counseling.

Step 2 . Apply to the School Counseling Program**.**

The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

1. **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.**
   a. **Discuss what it would mean to you to become a school counselor.**
   b. **Describe your personal characteristics that prepare you to become an effective school counselor.**
   c. **Discuss how you deal with your emotional reactions to events in your life.**
   d. **Describe your experiences with diverse persons and cultures.**

Discuss what you have learned from these experiences.
   e. **Briefly discuss how you deal with stressful events.**
   f. **Explain how your friends and family would describe the way you function in your relationships with them.**
   g. **Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.**
2. **A completed admission form PDF | MS Word,**
   a. **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.**
   b. **If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.)** *Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.*
3. **Three recommendations that use the Candidate Recommendation Form: PDF | MS Word**
   a. **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.*
   b. **AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.**
   c. **Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO**

YOU. When you have these completed forms from two references, attach them to the rest of your application.
4. An unofficial copy of your transcripts and GRE scores.
5. A current vita
6. Mail your complete application portfolio to:

   Department of Counseling and Student Affairs

   School Counseling Program
   Western Kentucky University
   Tate Page Hall 409
   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.

<u>Step 3.</u> **If invited, participate in the on-campus interview process.**

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

1. **Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.**

2. **Discussion of academic and professional goals.**

3. **Expectations of faculty.**

4. **Demonstration of interpersonal skills and insight into personal motivations.**

5. **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—48 hours
	The specific requirements for the MAE program in School Counseling are as follows:
	CNS 550 Introduction to Counseling
	CNS 551 Classroom Guidance
	CNS 598 Research and Program Evaluation in Counseling
	CNS 552 Testing and Assessment
	CNS 554 Group Counseling
	CNS 555 Social and Cultural Diversity
	CNS 556 Developmental Career Counseling
	CNS 557 Human Development
	CNS 558 Counseling Theories
	CNS 559 Techniques of Counseling
	CNS 660 Administration of Counseling Services
	CNS 568 Counseling Children and Adolescents
	CNS 658 Seminar Guidance/Counseling
	CNS 590 Practicum
	CNS 595 Internship (6 hours)
	Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here: *http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm.*
Degree Requirements—**36** hours	
The specific requirements for the MAE program in School Counseling are as follows:	
Required—36 hours	
EDFN 500 Research Methods	
CNS 550 Introduction to Counseling	
CNS 551 Classroom Guidance	
OR **PSY 519 Psychological Perspectives on Classroom Behavior**	
CNS 552 Testing and Assessment	
CNS 554 Group Counseling	

CNS 555 Social and Cultural Diversity ***OR* PSY 520 Individual Differences & Human Diversity** CNS 557 Human Development CNS 558 Counseling Theories **CNS 559 Counseling Techniques** CNS 660 Administration of Counseling Services CNS 568 Counseling Children and Adolescents **CNS 590 School Practicum** *Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:* *http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm.*	

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

- Change program description to be consistent with proposed changes in curriculum and program philosophy.

Program description changes reflect the use of current national accreditation standards for School Counselor preparation (CACREP, 2009) and the roles and professional identity presented in the most widely acknowledged contemporary School Counseling model (American School Counselor Association Model, 2010).

- Remove Admissions Requirements and replace with a holistic application process that accommodates applicants certified as teachers and applicants who are not certified as teachers in Kentucky.

Modifications in admissions requirements and procedures will provide a platform for a more holistic evaluation process. Traditional academic qualifications, life and work experience, a reflective writing sample, along with an admissions interview will provide faculty with more relevant admissions information regarding prospective counselors. In addition, because the program will accept applicants who do not have teacher certification in Kentucky, essential qualifications necessary for initial certification is included.

- Revise curriculum to meet the CACREP accreditation standards for School Counseling programs.

CACREP accreditation standards for School Counseling preparation programs require a minimum of 48 semester hours. These hours include specific course content, skills, and clinical experiences. The addition of 12 semester hours (CNS 556 Developmental Career Counseling, CNS 658 Seminar Counseling/Guidance, and CNS 595 Internship [6 hours]) was necessary to meet the current CACREP standards. These courses exist in the current Graduate Catalog.
EDFN 500 Research Methods was removed and replaced with CNS 598 Research and Program Evaluation in Counseling in order to meet specific CACREP core and program area requirements.

- Change title of CNS 559 Counseling Techniques as listed in the catalog narrative to reflect its official title, Techniques of Counseling.

The title of CNS 559 Counseling Techniques is incorrect in the School Counseling catalog narrative. The proposed change aligns catalog narrative with the official title of CNS 559, which is Techniques of Counseling.

- Change title of CNS 590 School Practicum as listed in the catalog narrative to reflect its official title, Practicum.

The title of CNS 590 School Practicum is incorrect in the School Counseling catalog narrative. The proposed change aligns catalog narrative with the official title of CNS 590, which is Practicum.

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

Fall 2011.

6.   Dates of prior committee approvals:

Department of Counseling and Student Affairs: _____10/20/2010_____

CEBS Curriculum Committee   _____11/02/2010_____

Professional Education Council   _____11/10/2010_____

Graduate Council: ___12/16/10_____

University Senate: _____

Attachment: Program Inventory Form

College of Education and Behavioral Sciences
EdD Program
Proposal to Revise A Program
(Action Item)

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

1.   **Identification of program:**
       1.1   Current program reference number: 0010
       1.2   Current program title: EdD in Educational Leadership
       1.3   Credit hours: 60 hours above the master's degree

2.   **Identification of the proposed program changes:**
       Create policy to accept graduate credit recommendation from the American Council on Education (ACE) and to award credit to students who have completed the National Board Certified Teacher process. If approved, policy will appear in the catalog and on the   program website.

3.   **Detailed program description:**

Current program policy	Proposed program policy
No policy exists.	Students admitted to the EdD in Educational Leadership program may apply to receive graduate credit for successful completion of the National Board Certified Teacher process. Those approved will receive up to six (6) hours of credit for EDU 695. To be eligible to receive credit, students must document that they: - have been admitted to the EdD program in either the Teacher Leader or P-12 Administrative Leadership concentration; - have completed at least 9 hours in the EdD program; and - hold current National Board Certification status. The student must submit an application form to the Doctoral Studies Leadership Council, which will consider whether to approve the application and then determine the number of EDU 695 hours to credit to the student's program. The hours may not be substituted for required (core) courses in the program. Once a recommendation for the awarding of hours for NBCT completion is approved by the Doctoral Studies Leadership Council, the student must arrange for the American Council on Education (ACE) to send an official transcript documenting the student's NBCT status to WKU's Office of Graduate Studies and Research so that the credit may be entered on the student's transcript. No charge will be assessed by WKU.

4.   **Rationale for the proposed program change:** Attainment of NBCT status indicates that the student has completed a rigorous study and assessment program addressing what experienced teachers should know and be able to do. Successful NBCT applicants have documented a high level of both content knowledge and skills in teaching the content and   in assessing student learning. The NBCT process is administered by the National Board   for

Professional Teaching Standards, which is an independent, nonprofit organization created to promote high standards for teachers. The American Council on Education has evaluated the NBCT program and recommends that institutions award up to nine hours of graduate credit to teachers who successfully complete the NBCT process.

The EdD Leadership Council believes that the quality and quantity of work required for successful completion of the NBCT process justify awarding up to six hours of elective credit to students in the Teacher Leader and P-12 Administrative Leadership concentrations.

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

6.   Dates of prior committee approvals:

EDD Leadership Council   __10-19-2010_____

CEBS Curriculum Committee   __11-02-2010_____

Professional Education Council   __11-10-2010_____

Graduate Council   ___12/16/10_____

University Senate   _____

Attachment: Program Inventory Form