GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: May 2014
FROM: The Graduate School

The Graduate Council submits the following items from the **April 10, 2014** meeting for consideration.

Consent Items:

I.   Revise a Course Catalog Listing
         CHEM 590 Material Chemistry
         CHEM 591 Material Chemistry Lab

II.   Suspend a Course
         BIOL 483G Multivariate Methods in Biology
         CHEM 500 Fundamentals of Chemistry
         CHEM 506 Chemical Environmental Seminar
         CHEM 540 Organic Reactions
         CHEM 543 Environmental Science Concepts
         CHEM 581 Spectroscopy
         CHEM 586 Advanced Materials Chemistry
         CHEM 587 Environmental Law
         CHEM 592 Remediation of Chemicals Agents
         CHEM 593 Remediation of Chemicals Lab
         CHEM 597 Cooperative Research

III.   Reactivate a Suspended Course
         BIOL 464G Endocrinology

Action Items:

I.   Revise Prerequisites/Corequisites
         PSYS 510 Advanced Research Methods in Psychology
         PSYS 512 Analysis of Variance
         PSYS 513 Correlation and Regression Analysis
         PSYS 518 Statistics and Psychometric Theory
         PSYS 521 Advanced Child Development Psychology
         PSYS 530 Conditioning and Learning
         PSYS 533 Advanced Topics in Cognition
         PSYS 552 Advanced Social Psychology
         PSYS 567 Advanced Physiological Psychology

II.   Revise Course Credit Hours
         PHYS 511 Quantitative Modeling for Physics Instruction I: Mechanics
         PHYS 512 Quantitative Modeling for Physics Instruction II: Electromagnetism
         FLK 589 Internship
         RELS 598 Independent Study in Religion

III.   Revise a Course Title
         COMM 571 Computer Mediated Communication in Organizations

IV.   Make Multiple Revisions to a Course
         RELS 610 Teaching Practicum in Religious Studies

V. Create a Temporary Course
    BIOL 561 Human Parasitology

VI. Create a New Course
    CNS 606 Family Counseling Techniques
    PSY 701 History and Systems of Applied Psychology
    PSY 741 Family Systems in Therapy
    PSY 751 Clinical Psychopharmacology
    PSY 766 Assessment of Autism Spectrum Disorders
    PSY 777 Foundations of Supervision
    PSY 785 Doctoral Seminar in School Psychology
    PSY 791 Advanced Psychology Practice
    PSY 792 Advanced Practicum in School Interventions
    PSY 799 Dissertation in Psychology
    PSY 801 The Profession of Clinical Psychology
    PSY 877 Advanced Clinical Supervision
    PSY 895 Pre-Doctoral Internship
    BA 545 Survey of Business Sustainability Issues
    BA 546 Sustainable Business Operations
    BA 547 Sustainability, Innovation, and Entrepreneurship
    BA 548 Sustainability Marketing
    BIOL 583 Advanced Biostatistics
    COMM 553 Health Communication Campaigns
    COMM 590 Intercultural Communication

VII. Revise a Program
    043 Counseling
    0432 Non-Degree Planned Fifth Yr/Rank II, Secondary Education for Teacher Leaders
    0431 Non-Degree Planned Fifth Yr/Rank II, Middle Grades Education for Teacher Leaders
    0430 Non-Degree Planned Fifth Yr/Rank II, Elementary Education for Teacher Leaders
    0433 MAE Elementary Education for Teacher Leaders
    0434 MAE Middle Grades Education for Teacher Leaders
    0435 or 035 MAE Secondary Education for Teacher Leaders
    0457 MAE Special Education for Teacher Leaders, Learning Behavior Disorders
    057 Masters of Business Administration
    069 MA Folk Studies
    0446 MA Religious Studies

VIII. Revise a Certificate
    0465 Advanced Worksite Health Promotion
    175 Organizational Communication

IX. Create a New Certificate
    Business Sustainability
    Communicating in Healthcare

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

Contact Person: Yan Cao, yan.cao@wku.edu, 5-2224

1. **Identification of course:**
   1.1   Course prefix (subject area) and number: CHEM 590
   1.2   Course title: Material Chemistry
   1.3   Credit hours: 3

2. **Current course catalog listing:**
   Extensive survey of coal science topics including the geological and chemical aspects of coal formation, as well as coal resources, handling, conversion, and utilization. The organic chemistry and reactivity of coal in combustion and conversion processes will be emphasized.

3. **Proposed course catalog listing:**
   A class describes the various materials, including metals, semiconductors and polymers.
   The class is focusing on understanding the relationships between the arrangement of atoms, ions, or molecules comprising materials, and its bulk structural/physical properties, as well as thermochemical properties, kinetic rates and spectroscopic properties of materials. A variety of applications will be discussed including high energy, industrial and pharmaceutical materials.

4. **Rationale for revision of the course catalog listing:**

   The primary rationale behind this change in the course catalog is to provide a more thorough description of the course content to the student body.

5. **Proposed term for implementation: Spring 2015**

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

   Chemistry Department/Division: 2/28/2014

   OCSE Graduate Curriculum Committee
                                                            3/28/2014
   Graduate Council
                                                            April 10, 2014
   University Senate

Attachment: Course Inventory Form

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

Contact Person: Quentin Lineberry, Quentin.lineberry@wku.edu, 0-2532
1. **Identification of course:**
    1.1   Course prefix (subject area) and number: CHEM 591
    1.2   Course title: Material Chemistry Laboratory
    1.3   Credit hours: 3

2. **Current course catalog listing:**

    Prerequisite: CHEM 330, or equivalent. Analytical chemistry of coal including coal sample preparation, characterization, and analysis will be studied. Analyses as specified by the American Society for Testing and Materials (ASTM) will be emphasized. Recent developments in methods and instrumentation used in coal analysis will be studied.

3. **Proposed course catalog listing:**

    Laboratory course focusing on the properties of materials and how they relate to the structure of the materials. Materials studied will include metals, polymers, ceramics, composites and energetic materials, and a variety of applications will be discussed including high energy, industrial, and pharmaceutical materials. Techniques including thermal analysis, X-ray diffraction, microscopy, and mechanical testing will be employed.

4. **Rationale for revision of the course catalog listing:**

    To broaden the subject matter to include more relevant topics for today's students.

5. **Proposed term for implementation: Spring 2015**

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

    Chemistry Department/Division:
    _____ 2/28/2014

    OCSE Graduate Curriculum Committee
    _____ 3/28/2014

    Graduate Council
    _____ April 10, 2014

    University Senate
    _____

Attachment: Course Inventory Form   _____

Ogden College of Science and Engineering
Department of Biology
Proposal to Suspend a Course
(Consent Item)

Contact Person: Michael Collyer, michael.collyer@wku.edu , 270 745-8765

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: BIOL 483G
    1.2   Course title: Multivariate Methods in Biology

2. **Rationale for the course suspension:** For several years the BIOL 483/483G course offerings have been populated mainly by Biology graduate students and taught almost exclusively as BIOL 483G . For this reason, BIOL 483 has already been suspended. The difficulty of BIOL 483G and the evaluatory system used predicates replacing with an identical 500-level course, making the present course duplicative and needing of removal from the Biology curriculum. Furthermore, as a 4-hour course, this course causes problems with development of graduate plans of study, as graduate students are limited to 12 hours of 400G-level courses (thus allowing only three 400G-level courses instead of four).

3. **Effect of course suspension on programs or other departments, if known:** None

4. **Proposed term for implementation:** Fall 2014

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

Department of Biology	3/21/2014
Ogden College Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1 Current course prefix (subject area) and number: CHEM 500
    1.2 Course title: Fund/Chemistry

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

Department/ Unit Chemistry	2/28/2014
Ogden College Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 506
    1.2   Course title: Chemical Environmental Seminar

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

Department/ Unit Chemistry	2/28/2014
Ogden College Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: CHEM 540
   1.2   Course title: Organic Reactions

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

Department/ Unit Chemistry	2/28/2014
Ogden College Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

**College Name
Department Name
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1.   **Identification of course:**
     1.1   Current course prefix (subject area) and number: CHEM 543
     1.2   Course title: Environmental Science Concepts

2.   **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3.   **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4.   **Proposed term for implementation: Fall 2014**

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

Department/ Unit Chemistry	2/28/2014
Ogden College Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 581
    1.2   Course title: Spectroscopy

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

    Department/ Unit Chemistry

    Ogden College Graduate Curriculum Committee   2/28/2014

    Graduate Council   3/28/2014

    University Senate   April 10, 2014

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 586
    1.2   Course title: Advanced Materials Chemistry

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

    Department/ Unit Chemistry

    Ogden College Graduate Curriculum Committee

    Graduate Council

    University Senate

Department/ Unit Chemistry	2/28/2014
Ogden College Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 587
    1.2   Course title: Environmental Law

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

    Department/ Unit Chemistry

    Ogden College Graduate Curriculum Committee

    Graduate Council

    University Senate

Department/ Unit Chemistry	2/28/2014
Ogden College Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: CHEM 592
   1.2   Course title: Remediation of Chemical Agents

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

   Department/ Unit Chemistry

   Ogden College Graduate Curriculum Committee   2/28/2014

   Graduate Council   3/28/2014

   University Senate   April 10, 2014

College Name
Department Name
Proposal to Suspend a Course
(Consent Item)

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 593
    1.2   Course title: Remediation of Chemicals Lab

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

    Department/ Unit Chemistry

    Ogden College Graduate Curriculum Committee _____2/28/2014_____

    Graduate Council _____3/28/2014_____

    University Senate _____April 10, 2014_____

    _____

**College Name
Department Name
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Webb Cathleen, webb.cathleen@wku.edu, 53786

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: CHEM 597
    1.2   Course title: Cooperative Research

2. **Rationale for the course suspension:** This course has not been offered in more than 5 years, and there are no plans to offer the course in the near future

3. **Effect of course suspension on programs or other departments, if known:** This course is not required in the chemistry master program and so suspension will have no effect on program completion

4. **Proposed term for implementation: Fall 2014**

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

    Department/ Unit Chemistry

    Ogden College Graduate Curriculum Committee   2/28/2014

    Graduate Council   3/28/2014

    University Senate   April 10, 2014

Ogden College of Science and Engineering
Department of Biology
Proposal to Reactivate a Suspended Course
(Consent Item)

Contact Person: Michael Smith, michael.smith1@wku.edu, 745-2405

1. Identification of course:
    1.1   Current course prefix (subject area) and number: BIOL 464G
    1.2   Course title: Endocrinology
    1.3   Credit hours: 3

2. Rationale for the course reactivation: This course was suspended during the 2009-2010 AY after the Biology Department had not offered BIOL 464G for 10+ years. The Biology Department recently hired (started fall 2012) a new faculty member whose expertise includes Vertebrate Endocrinology, with the expectation that he would teach the course in question on at least a semi-regular basis.

3. Effect of course reactivation on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

Biology Department:

OCSE Graduate Curriculum Committee

    University Graduate   3/1/2014

Graduate Council   03/28/2014

    University Senate   April 10, 2014

Attachment: Course Inventory Form

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
    1.1   PSYS 510
    1.2   Course title: Advanced Research Methods in Psychology

2.   **Current prerequisites/corequisites/special requirements:** Graduate standing or permission of the instructor

3.   **Proposed prerequisites/corequisites/special requirements:** Admission to M.S. in Psychology or permission of the instructor.

4.   **Rationale for the revision of prerequisites/corequisites/special requirements:** The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5.   **Effect on completion of major/minor sequence:** None

6.   **Proposed term for implementation:** 201505

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

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
   1.1   PSYS 512
   1.2   Course title: Analysis of Variance

2. **Current prerequisites/corequisites/special requirements:** Graduate standing or permission of the instructor

3. **Proposed prerequisites/corequisites/special requirements:** Admission to M.S. in Psychology or permission of the instructor.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. **Effect on completion of major/minor sequence:** None

6. **Proposed term for implementation:** 201505

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

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
    1.1   PSYS 513
    1.2   Course title: Correlation and Regression Analysis

2. **Current prerequisites/corequisites/special requirements:** Graduate standing or permission of the instructor

3. **Proposed prerequisites/corequisites/special requirements:** Admission to M.S. in Psychology or permission of the instructor.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. **Effect on completion of major/minor sequence:** None

6. **Proposed term for implementation:** 201505

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

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:

      1.1   PSYS 518

      1.2   Course title: Statistics and Psychometric Theory

2.   Current prerequisites/corequisites/special requirements: None

3.   Proposed prerequisites/corequisites/special requirements: Admission to M.S. in Psychology or permission of the instructor.

4.   Rationale for the revision of prerequisites/corequisites/special requirements: The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5.   Effect on completion of major/minor sequence: None

6.   Proposed term for implementation: 201505

7.   Dates of prior committee approvals:

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:
      1.1   PSYS 521
      1.2   Course title: Advanced Child Developmental Psychology

2.   Current prerequisites/corequisites/special requirements: None

3.   Proposed prerequisites/corequisites/special requirements: Graduate standing or permission of the instructor**.**

4. Rationale for the revision of prerequisites/corequisites/special requirements: The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: 201505

7. Dates of prior committee approvals:

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
   1.1   PSYS 530
   1.2   Course title: Conditioning and Learning

2. **Current prerequisites/corequisites/special requirements:** None

3. **Proposed prerequisites/corequisites/special requirements:** Admission to M.S. in Psychology or permission of the instructor.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. **Effect on completion of major/minor sequence:** None

6. **Proposed term for implementation:** 201505

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

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:
  1.1   PSYS 533
  1.2   Course title: Advanced Topics in Cognition

2.   Current prerequisites/corequisites/special requirements: None

3. Proposed prerequisites/corequisites/special requirements: Admission to M.S. in Psychology or permission of the instructor.

4.   Rationale for the revision of prerequisites/corequisites/special requirements: The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: 201505

7. Dates of prior committee approvals:

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. **Identification of course:**
    - 1.1   PSYS 552
    - 1.2   Course title: Advanced Social Psychology

2. **Current prerequisites/corequisites/special requirements:** None

3. **Proposed prerequisites/corequisites/special requirements:** Admission to M.A. or M.S. in Psychology or permission of the instructor.

4. **Rationale for the revision of prerequisites/corequisites/special requirements:** The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. **Effect on completion of major/minor sequence:** None

6. **Proposed term for implementation:** 201505

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

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Department of Psychological Science
Proposal to Revise Course Prerequisites/Corequisites
(Action Item)

Contact Person: Sharon Mutter, Sharon.mutter@wku.edu, 5-4389

1. Identification of course:

      1.1   PSYS 567

      1.2   Course title: Advanced Physiological Psychology

2.   Current prerequisites/corequisites/special requirements: None

3. Proposed prerequisites/corequisites/special requirements: Admission to M.A. or M.S. in Psychology or permission of the instructor.

4. Rationale for the revision of prerequisites/corequisites/special requirements: The Department of Psychological Science is creating a joint undergraduate/masters program (JUMP) that will allow qualified WKU students to enroll in the Psychological Science concentration of the M.S. in Psychology while they are undergraduates. These students will be allowed to take up to 12 credit hours in graduate courses as undergraduates. The revised prerequisite will ensure that this class does not fill with non-program students and seats are available for students in the JUMP.

5. Effect on completion of major/minor sequence: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

Department of Psychological Science	3/21/2014
OCSE Graduate Curriculum Committee	3/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Physics and Astronomy
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, 270-745-6203

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: PHYS 511
   1.2 Course title: Quantitative Modeling for Physics Instruction I: Mechanics
   1.3 Credit hours: 6

2. **Proposed course credit hours: 3**

3. **Rationale for the revision of course credit hours:**
   The original justification for PHYS 511 to be a six credit course was based on this course involving over 100 contact hours. However, that justification did not take into account that there is no time for out of class work in the 3-week long, 7-contact hour per day workshop schedule for this course. This issue was brought to our attention by the American Modeling Teachers Association -- the national organization in charge of training and certifying the workshop instructors for these Modeling workshops. When arranging in February to schedule our inaugural workshop, the AMTA director pointed out that the large number of contact hours is NOT the sole criterion for assigning credit hours and that that the total student workload corresponds to a 3-credit course. They pointed out that other institutions offer only 3 credits for this workshop.
   Our request for this course to carry fewer credit hours is based solely on a re-evaluation of the total student workload versus the contact hours; no other changes are being made to the course.

4. **Proposed term for implementation:** 201505

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

Department of Physics & Astronomy	02/19/2014
Ogden College Graduate Committee	03/28/2014
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Engineering
Physics and Astronomy
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Richard Gelderman, richard.gelderman@wku.edu, 270-745-6203

1. **Identification of course:**
   1.1   Current course prefix (subject area) and number: PHYS 512
   1.2 Course title: Quantitative Modeling for Physics Instruction II: Electromagnetism
   1.3 Credit hours: 6

2. **Proposed course credit hours: 3**

3. **Rationale for the revision of course credit hours:**
   The original justification for PHYS 512 to be a six credit course was based on this course involving over 100 contact hours. However, that justification did not take into account that there is no time for out of class work in the 3-week long, 7-contact hour per day workshop schedule for this course. This issue was brought to our attention by the American Modeling Teachers Association -- the national organization in charge of training and certifying the workshop instructors for these Modeling workshops. When arranging in February to schedule our inaugural workshop, the AMTA director pointed out that the large number of contact hours is NOT the sole criterion for assigning credit hours and that that the total student workload corresponds to a 3-credit course. They pointed out that other institutions offer only 3 credits for this workshop.
   Our request for this course to carry fewer credit hours is based solely on a re-evaluation of the total student workload versus the contact hours; no other changes are being made to the course.

4. **Proposed term for implementation:** 201505

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

Department of Physics & Astronomy	02/19/2014
Ogden College Graduate Committee	03/28/2014
Graduate Council	April 10, 2014
University Senate	

Potter College of Arts & Letters
Department of Folk Studies & Anthropology
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. **Identification of course:**
    1.1 Current course prefix (subject area) and number: FLK 589
    1.2 Course title: Internship
    1.3 Credit hours: 3

2. **Proposed course credit hours:** variable credit hours, 1-3 hours, for a maximum of 3 hours.

3. **Rationale for the revision of course credit hours:** Students often have the opportunity to do multiple or shorter term internships. The change to variable credit hours will allow for more flexibility in scheduling internships.

4. **Proposed term for implementation:** Spring 2015

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

    Department of Folk Studies and Anthropology   **February 24, 2014**

    Potter College Curriculum Committee   **March 6, 2014**

    Graduate Council   April 10, 2014

    University Senate

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Revise Course Credit Hours
(Action Item)

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. **Identification of course:**
   1.1 Current course prefix (subject area) and number: RELS 598
   1.2 Course title: Independent Study in Religion
   1.3 Credit hours: 3

2. **Proposed course credit hours:** 1-3

3. **Rationale for the revision of course credit hours:** The faculty in Religious Studies have determined that the fixed credit hour course is not always in the best interest of the students. Sometimes a graduate student has more limited, focused research that should more appropriately be awarded with one or two credit hours rather than the full three hours.

4. **Proposed term for implementation:** 201510

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

Religious Studies Program	February 12, 2014
Department of Philosophy and Religion	February 19, 2014
Potter College Curriculum Committee	**March 6, 2014**
Graduate Council	April 10, 2014
University Senate	

Potter College Arts & Letters
Department of Communication
Proposal to Revise Course Title
(Action Item)

Contact Person: Kumi Ishii, kumi.ishii@wku.edu, 270-745-5203

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: COMM 571
    1.2   Course title: Computer Mediated Communication in Organizations
    1.3   Credit Hours: 3

2. **Proposed course title:** Organizational Communication in the Digital Age

3. **Proposed abbreviated course title:** Org Comm in the Digital Age

4. **Rationale for the revision of course title:** Due to evolving technology, COMM 571 also covers communication with mobile devices to study contemporary mediated communication in organizations. However, the existing course title (computer-mediated communication in organization) appears outdated and may give the wrong impression about the course. The proposed title will more accurately reflect the current course content.

5. **Proposed term for implementation: 201510**

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

Department of Communication	2/12/2014
PCAL Curriculum Committee	**March 6, 2014**
Graduate Council	April 10, 2014
University Senate	

Potter College of Arts & Letters
Department of Philosophy & Religion
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Person: Eric Bain-Selbo, x55744, eric.bain-selbo@wku.edu

1. **Identification of course:**
    1.1   Current course prefix (subject area) and number: RELS 610
    1.2   Course title: Teaching Practicum in Religious Studies

2. **Revise course title:**
    2.1   Current course title:
    2.2   Proposed course title:
    2.3   Proposed abbreviated title:
    2.4   Rationale for revision of course title:

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

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

5. **Revise course catalog listing:**
    5.1   Current course catalog listing: A forum for graduate students to learn about curriculum design and pedagogy for courses in Religious Studies and to discuss their current work with students. Repeatable for up to 4 hours.
    5.2   Proposed course catalog listing: A forum for graduate students to learn about curriculum design and pedagogy for courses in Religious Studies and to discuss their current work. May be repeated once.
    5.3   Rationale for revision of course catalog listing: After several years of offering the course, the faculty in Religious Studies have concluded that a two course sequence for our graduate assistants is sufficient. This new catalog listing reflects the change. In addition, the phrase "with students" was removed because it was deemed to be confusing to the Potter College Curriculum Committee.

6. **Revise course credit hours:**
    6.1   Current course credit hours: 1 hour, repeatable for up to 4 hours.
    6.2   Proposed course credit hours: 1, may be repeated once.

      6.3   Rationale for revision of course credit hours: After several years of offering the course, the faculty in Religious Studies have concluded that a two course sequence for our graduate assistants is sufficient.

7. Revise grade type:

7.1 Current grade type:

7.2 Proposed grade type:

7.3 Rationale for revision of grade type:

8. Proposed term for implementation: 201430

9. Dates of prior committee approvals:

Religious Studies program	February 12, 2014
	February 19, 2014
Department of Philosophy and Religion	
Potter College Curriculum Committee	**March 6, 2014**
Graduate Council	April 10, 2014
University Senate	

Ogden College of Science and Technology
Department of Biology
Proposal to Create a Temporary Course
(Action Item)

Contact Person: Cheryl D. Davis, Cheryl.davis@wku.edu, 745-6524

1. **Identification of proposed course**
   1.1   Course prefix (subject area) and number: BIOL 561
   1.2   Course title: Human Parasitology
   1.3   Abbreviated course title: Human Parasitology
   1.4   Credit hours: 3
   1.5   Schedule type: Lecture
   1.6   Prerequisites/co-requisites: Graduate standing or permission of instructor.
   1.7   Course description: Course will emphasize the major parasitic pathogens and parasitic diseases of humans through lectures, case studies, digital images, and discussion of scientific literature. Intended primarily for students participating in on-line masters program in biology.

2. **Rationale**
   2.1   Reason for offering this course on a temporary basis: This course will strengthen our offerings in parasitology and microbiology. The course will emphasize human parasitic pathogens, thus benefitting graduate students with medical and global health interests.
   2.2   Relationship of the proposed course to courses offered in other academic units: A general parasitology course (BIOL 460/460G) with a required 4 hour lab component is currently offered in the Department of Biology in fall semesters. In addition, a graduate course entitled, Host-Parasite Associations (BIOL 523) was offered for the first time in the fall 2012 semester: in this course, host-parasite systems are explored with a major focus on evolutionary concepts. Neither of these courses are available for online masters students in biology.

3. **Description of proposed course**
   3.1   Course content outline
           I.   Introduction to Human Parasitology
           II. Immunoparasitology
           III. Kinetoplastid Parasites of Humans
           IV. Other Flagellated Parasites of Humans
           V.   Pathogenic Ameoba of Humans
           VI.   Apicomplexan Parasites of Humans
           VII.   Digenetic Trematode Parasites of Humans
           VIII.   Cestode Parasites of Humans
           IX. Nematode Parasites of Humans
           X.   Ectoparasites of Humans

   3.2   Textbook: Foundations of Parasitology (8th ed) by Larry Roberts and John Janovy. ISBN **0073028274**

4. **Second offering of a temporary course (if applicable)**
   4.1   Reason for offering this course a second time on a temporary basis: I will be working with DELO during the fall semester to utilize the Quality Matters rubric so that this course can be fully developed into a permanent on-line graduate course in Biology. The course proposal will be developed and submitted during the Fall 2014 semester.
   4.2   Term course was first offered: Fall 2012
   4.3   Enrollment in first offering: 14

5. **Term of Implementation: Fall 2014**

6. **Dates of review/approvals:**

Biology Department Curriculum Committee

Ogden College Graduate Curriculum Committee 03/21/2014

Graduate Council 03/28/2014

University Senate April 10, 2014

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, 745-4799

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: CNS 606
   1.2   Course title: Family Counseling Techniques
   1.3   Abbreviated course title: Family Counseling
            (maximum of 30 characters or spaces)
   1.4   Credit hours: 3   Variable credit no
   1.5   Grade type: Standard letter grade
   1.6   Prerequisites: CNS 588, Family Systems Counseling and CNS 559, Techniques in Counseling or permission of instructor
   1.7   Course description: Supervised skills development in couples and family counseling. Includes assessment, evidence-based treatments, advanced clinical skills, and evaluating outcomes.

2. **Rationale:**
   2.1   Reason for developing the proposed course:
   - CNS 588 Family Systems Counseling does not have sufficient time to cover essential theory and develop critical skills and procedures.
   - The proposed CNS 606 Family Counseling Techniques course would provide students a course specifically focusing on family counseling skills and procedures.
   - The proposed CNS 606 course will allow the skills and procedures development portion in CNS 588 to be an overview, thus allowing CNS 588 adequate time to provide a more thorough exploration of theoretical concepts.
   - Because CNS 606 will contain family counseling skills and procedures development, CNS 588 also can broaden its coverage of family counseling theories.

   2.2   Projected enrollment in the proposed course: 12 to 15 based on average course enrollments.

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

            While the proposed course may review some content from CNS 588 Family Systems Counseling, it will be focused on the practicing and developing of skills and procedures. CNS 588 Family Systems Counseling is focused on delivering family counseling theory concepts. The proposed course is also similar to CNS 559 Techniques of Counseling and CNS 554 Group Counseling in that it has a skills component. However, the skills in these classes are not specifically related to family counseling and these classes do not contain coverage of family counseling procedures.

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

            Because the proposed course includes content that focuses on counseling families it has some remote similarities with SWRK 622. SWRK 622, however, is specifically identified as a

course for MSW students. The proposed course is intended for counseling majors and has several counseling course prerequisites.

SWRK 622 - Advanced Social Work Practice with Families (3 Hours)

This course builds on the knowledge and skills gained in the generalist social work practice classes. Knowledge and skills related to social work processes for planned change using engagement, assessment, planning, implementation (with interventions), evaluation, termination, and follow-up in working with families. **Prerequisites:** Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program. SWRK 610, SWRK 620, SWRK 623 & SWRK 660

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

Similar courses are offered at Columbus State University, the College of William and Mary, Wright State University, and the University of Central Florida. These universities offer recognized family counseling programs.

Columbus State University, COUN 7275. Advanced Techniques in Marriage and Family Therapy (2-2-3) Prerequisite: COUN 7215. Emphasizes application of approaches and techniques learned in Family Therapy Process and Practice.

William and Mary University, EDUC 635: Advanced Family Counseling: Theories and Techniques. This class is an advanced seminar designed to critically examine the conceptual models, clinical practices, and assumptions that organize work with families. The texts, selected readings, class discussions, and writing assignments will address modernist and post-modernist theoretical paradigms that delineate central questions of clinical practice with diverse clients.

Wright State University, CNL 781 ADVANCED TECHNIQUES OF FAMILY COUNSELING: Advanced technique and intervention course that focuses on family systems interventions. Emphasis on applications of family counseling, providing in-depth treatment of the major approaches to family counseling. PREREQUISITE: RHB 701, CNL 863, CNL 779, CNL 780

University of Central Florida, MHS 6431 Family Counseling II, Prerequisite MHS 6430: Presentation of skills to work with entrenched, paradoxical, and fixed family systems that pose problems for the family and the counselor.

3. Discussion of proposed course:
    3.1   Schedule type: A
    3.2   Learning Outcomes:
- Students will demonstrate competence with procedures necessary to identify specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and intervention skills that can enhance family functioning.
- Students will demonstrate effective couples and family assessment skills and procedures appropriate to clients' needs in a diverse society.

- Students will demonstrate the skills and procedures necessary to practice evidence-based treatments and basic strategies for evaluating counseling outcomes in couples and family counseling.
- Students will identify and employ measurable outcomes for couples and family counseling programs, interventions, and treatments.

3.3   Content outline:
- Review of family counseling theories
- Review of basic counseling techniques
- Problems facing families
- Family assessment tools and techniques
- Family treatments and interventions

3.4   Student expectations and requirements:
- Students will participate in skills development laboratory sessions. Participation in these sessions involves practicing helping skills and role-playing clients.
- Students will participate in group and/or dyad learning activities.
- Students will reflect on course experiences, personal characteristics, synthesize learning experiences, and write papers.
- Students will read the assigned text and other readings posted on Blackboard.

3.5   Tentative texts and course materials:

Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (2009). *Essential skills in family therapy: From the   first interview to termination* (2nd ed.). New York, NY: The Guilford Press.

Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2011). Essential assessment skills for couple and family therapists. New York, NY: The Guilford Press

4.   Resources:

4.1   Library resources: Existing journals and library resources
Adultspan
Counseling and Values
Counselor Education and Supervision
Journal for Humanistic Counseling Education and Development
Journal of Counseling and Development
Journal of Family Theory & Review
Journal of Family Therapy
Journal of Marital and Family Therapy
Journal of Individual Psychology
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Journal of Psychology and Christianity
The Bowen Center: Family Systems Journal
The Family Journal: Counseling & Therapy for Couples & Families

4.2   Computer resources: None

5.   Budget implications:

    5.1   Proposed method of staffing: A department faculty will teach this course. This course will replace CNS 580 Family Life Studies as a required course in the Marriage Couple and Family Counseling concentration in Counseling (#043).

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

6.   Proposed term for implementation:

Fall 2014

7.   Dates of prior committee approvals:

Department of Counseling and Student Affairs	**2/12/2014**
CEBS Curriculum Committee	**3/6/2014**
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 701
    1.2   Course title: History and Systems of Applied Psychology
    1.3   Abbreviated course title: History and Systems
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Survey of the history of clinical and school psychology with an emphasis on the theories and systems that drove the creation of these professions. Current trends in current clinical and school psychology and their impact on the fields will be examined.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Grounding in a field's history is fundamental to doctoral-level thinking and developing one's identity as a psychologist. This course will expose doctoral students to higher-order issues in the development of the field of psychology and will challenge how they think about such issues. Further, the proposed Psy.D. program in Applied Psychology will seek accreditation through the American Psychological Association. One of the accreditation pedagogical standards is a course on history and systems of psychology taken at the doctoral level. This course fulfills the requirement. In addition, the psychology department recently deleted the g-level (i.e., PSY 495G) History in Psychology course. This course offers a graduate-level course to fill that void.
    2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. As this will be a core course for the program, all students will take it. If the course is offered every two years, the enrollment is anticipated to be about 20.
    2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology does not offer a similar course at the graduate level. The Department of Psychology offers PSY 481 History of Psychology at the undergraduate level, which is a survey of the history of psychology, including the important theories therein. The present course will be more specific to clinical and school psychology and will examine those areas in more detail.
    2.4   Relationship of the proposed course to courses offered in other departments: At the graduate level, the Education Leadership program offers **IED 704 Leadership and Ethics in Teaching**, which provides an overview of the history of leadership. The current course is focused on the discipline of psychology. At the undergraduate level, the Department of Psychological Sciences will offer PSYS 481 History of Psychology, which is a cross-listed course with the Department of Psychology, and, thus, is equivalent to the course in that department.

2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, history and systems is a common offering. Ball State University has 7010 History of Psychology I. East Carolina University has PSYC 6408 History of Psychological Thought. East Tennessee State University has PSYC 5010 Advanced History & Systems of Psychology. Indiana State University has PSY 521 History and Systems of Psychology. Middle Tennessee State University has PSY 5700 History and Systems of Psychology. Northern Illinois University has PSY 528 History of Psychology. Ohio University has PSY 7010 History and Systems of Psychology. Towson University has both PSYC 580 Systems of Psychology and PSYC 681 Advanced History and Systems. The University of North Carolina, Charlotte has PSYC 8240 History and Systems of Psychology. The University of Carolina, Greensboro has PSY 515 History and Systems of Psychology. The University of Southern Mississippi has PSY 718 History of Modern Psychology. James Madison University has PSYC 617 History of Psychology.

3.   Discussion of proposed course:

3.1   Schedule type: L (standard lecture)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• describe the history of clinical and school psychology,
• integrate the broad theoretical perspectives, or systems, that have shaped the disciplines and provide a critique of these systems,
• be able to discuss the similarities and differences between clinical and school psychology and describe why these distinctions are important,
• demonstrate an understanding of the philosophical underpinnings of the professions of clinical and school psychology, including perspectives on how to approach both practice and science,
• integrate perspectives on the development of scientific thinking as applied to practice, and
• develop their own professional identification.

3.3   Content outline:
The following is the general outline this course will follow.

- Overview of the Course
- Perspectives on Science
    - Scientist-Practitioner Model
    - Practitioner/Scholar Model
- History of Clinical Psychology
- History of School Psychology
- Systems of Thought in Psychotherapy
- History of Psychotherapy Research
- History of Assessment
    - Intellectual Assessment
    - Achievement Assessment
    - Personality Assessment
- Development of the Professional
    - The Delaware Project
- Current Issues in Clinical/School Psychology

3.4   Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, quizzes, and examinations;
• quality of oral presentations, and
• ability to organize and synthesize material in a written term paper.

3.5   Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:
- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Hergenhan, B. R., & Henley, T. B. (2014). *An introduction to the history of psychology* (7th edition). Belmont, CA: Wadsworth.
- Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (2010). *History of psychotherapy: Continuity and change* (second edition). Washington, D. C.: American Psychological Association.
- Shiraev, E. (2011). *A history of psychology: A global perspective.* Los Angeles: Sage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists,* and *History of Psychology*.

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

5.   Budget implications:
5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1 Course prefix (subject area) and number: PSY 741
    1.2 Course title: Family Systems in Therapy
    1.3 Abbreviated course title: Family Systems Therapy
    1.4 Credit hours: 3   Variable credit: No
    1.5 Grade type: Standard letter grade
    1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7 Course description: Reviews theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns.

2. **Rationale:**
    2.1 Reason for developing the proposed course: In applied settings, especially rural ones, practitioners often work with significant others of the identified client. Furthermore, each person's thinking, feelings, and behavior are influenced by the interlocking relationships in the family unit. This course on family systems in therapy is intended to broaden the views and practices of Clinical and School psychologists who typically work with individuals by enabling them to have a better understanding of family systems theories and the reciprocal influences between family members and the identified client.

    2.2 Projected enrollment in the proposed course: Ten (10) students per year from the Psy.D. in Applied Psychology Program. Practitioners from the community seeking continuing education credits necessary for licensure renewal may also be interested in the course.

    2.3 Relationship of the proposed course to courses now offered by the department: The psychology department does not offer any other course like the one being proposed.

    2.4 Relationship of the proposed course to courses offered in other departments: The Counseling department offers a similar course. Counseling & Student Affairs 588 – Family Systems Counseling. While similar content would be covered, the proposed course would be tailored for doctoral level psychologists.

    2.5 Relationship of the proposed course to courses offered in other institutions: Many of our benchmark institutions offer graduate coursework on the topic of family systems and family therapy. As examples:
    - University of North Carolina: PSY 691-Advanced Clinical Topics in Couple & Family Counseling/Therapy
    - Middle Tennessee State University: PSYC 6820-Family Therapy: Evaluation and Treatment Planning

- Appalachian State University: HPC 5274-Substance Abuse in Family Systems
- East Carolina University: COAD 6414-Family Approaches in Professional Counseling
- Ohio University: NRSE 6400-Family Assessment and Intervention
- University of Louisville: SW 701-Family Therapy Assessment

3.   Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe strengths and limitations of various family systems models
- identify gender and cultural issues in family therapy
- be aware of and demonstrate sensitivity to diversity issues related to family structure
- describe the functions of the family and subsystems across the lifespan
- identify developmentally appropriate and atypical transitions in families across the lifespan
- apply perspectives from family systems theories to common clinical problems
- practice techniques used by family systems practitioners

3.3   Content outline:
- Family systems theories
  - Historical review of prominent theorists and their models
  - Key beliefs behind various theories
  - Family systems and subsystems
  - Techniques commonly used in each theory
- The impact of gender, cultural, and diversity issues in working with families
- The impact of a person's disability or disorder on the family
- Family structure, subsystems, and transitions across the lifespan
- Skill building: Integrating family systems techniques with traditional therapeutic practices
- Ethical considerations applied to family systems techniques and therapy

3.4   Student expectations and requirements: Students will be evaluated on their:
- exams over course readings and lectures
- performance in completing assignments
- ability to discuss how to apply techniques to referral concerns of clients

3.5   Tentative texts and course materials: Readings from books or chapters such as these:
- Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Pearson.
- Goldenberg, H., & Goldenberg, I. (2013). *Family therapy: An overview* (8th ed.). Belmont, CA: Brooks/Cole.
- Hazel, C. (2006). *Family systems activity book*. Bloomington, IN: AuthorHouse.
- Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed.). Upper Saddle River, NJ: Pearson.
- Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.). New York, NY: Guilford Press.
- Smith-Acuna, S. (2011). *Systems theory in action: Applications to individual, couples, and family therapy*. Hoboken, NJ: John Wiley & Sons.

4.   Resources:

4.1   Library resources: Adequate

4.2   Computer resources: Adequate

5.   Budget implications:

    5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.2   Special equipment needed: Not applicable

    5.3   Expendable materials needed: Not applicable

    5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 751
    1.2   Course title: Clinical Psychopharmacology
    1.3   Abbreviated course title: Psychopharmacology
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Overview of clinical psychopharmacology, including medication side effects and signs, contemporary prescribing practices, and working with medical professionals. Students will learn theoretical and biological bases of psychotropic medications.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Medication has a significant impact on behavioral health and can mimic or induce psychological disorders. The proposed Psy.D. in Applied Psychology program will seek accreditation through the American Psychological Association. One of the accreditation pedagogical standards is a course on biological bases of behavior taken at the doctoral level. This course is intended to fulfill the requirement.

    2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year. If the course is offered every two years the enrollment is anticipated to be 20.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department does not offer a similar course at the graduate level.

    2.4   Relationship of the proposed course to courses offered in other departments: There are no other departments that offer a Clinical Psychopharmacology course at either the graduate or undergraduate level. This sort of course is unique to the discipline of psychology. The Doctoral Nursing Program offers a much broader course: Nursing 515 – Advanced Pharmacology in which only a small portion is devoted to psychotropic medications. This proposed course will cover the full breadth of psychotropic medications, side effects, age, and medical indications.

    2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with clinical psychology programs, University of Kentucky offers a sequence concentration of Behavioral Neuroscience and Psychopharmacology. Their Clinical Psychology Program is a part of this program concentration. They have several similar courses. University of Louisville Nursing Program offers Nursing 649 Clinical Psychopharmacology. Nurses will be allowed to prescribe, while psychologists must understand the mechanisms and how medications work. Psychologists need to work with the medical professions as many clients are on psychotropic medications.

3. Discussion of proposed course:

3.1   Schedule type: L (standard lecture)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Describe the physiological mechanisms for how psychotropic medications work and identify drug interactions.
- Identify the potential side effects of medications and demonstrate how to educate the client about their medicine.
- Consult with medical professionals regarding medications.
- Describe how medication use varies across different populations such as children, adolescents, adults and the elderly.
- Describe the impact of addictive behavior on medication protocols.
- Identify how medications are typically used with various disorders.
- Integrate their knowledge of medications with their professional practice.

3.3   Content outline:
The following is the general outline this course:
- Overview of the course
- Theoretical basis for prescribing psychotropic medications
- Physiological/biological mechanisms of medication and mental illness
- Psychiatric diagnoses and treatment with medications
- Medications for infants, children and adolescents
- Medications for adults
- Medications for the elderly
- Consultation with those in the medical profession
- Addictions and medications
- Ethics in psychopharmacology

3.4   Student expectations and requirements: Students will be evaluated on their:
- performance in completing assignments, quizzes, and examinations
- oral presentations
- ability to organize and synthesize material in clinical case studies

3.5   Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). *Handbook of clinical psychopharmacology for therapists, 7th Edition.* Oakland, CA: New Harbinger Press.

Preston, J. D. (2014). *Clinical psychopharmacology made ridiculously simple, 8th Edition.* (2011). Tallahassee, FL: MedMaster Books.

Schatzberg, A. F., & Nemeroff, C. B. (2013). (Eds.). E*ssentials of clinical psychopharmacology, 3rd Edition.* Arlington, VA: American Psychiatric Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as:
- *Brown University Child and Adolescent Psychopharmacology Update*
- *Brown University Geriatric Psychopharmacology Update*
- *Bulletin of Clinical Psychopharmacology*
- *Clinical Psychopharmacology and Neuroscience*
- *Human Psychopharmacology: Clinical and Experimental.*
- *Psychopharmacology*
- *Psychopharmacology*

- *Therapeutic Advances in Psychopharmacology*

4. Resources:
   - 4.1   Library resources: Adequate
   - 4.2   Computer resources: Adequate

5. Budget implications:
   - 5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members of the clinical and school psychology Masters/Specialist programs. None are particularly qualified to teach the course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed and at least one would be needed that has the background to teach this course.
   - 5.2   Special equipment needed: None
   - 5.3   Expendable materials needed: None
   - 5.4   Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: PSY 766

    1.2   Course title: Assessment of Autism Spectrum Disorder

    1.3   Abbreviated course title: Assessment of Autism Spectrum

    1.4   Credit hours: 3   Variable credit: No

    1.5   Grade type: Standard letter grade

    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission   of instructor.

    1.7   Course description: Examines methods, instruments, and skills of assessing Autism   Spectrum Disorder. Supervised practice with assessment instruments. Students are   esponsible for their own transportation to assessment sites.

2. **Rationale:**

    2.1   Reason for developing the proposed course: According to the Centers for Disease Control, the prevalence of Autism Spectrum Disorder (ASD) is 1 in 88 children. This prevalence rate has increased greatly over the last couple of decades, requiring school personnel to have expertise with ASD. Early intervention services are critical to positive outcomes for children with ASD; however, a diagnosis is often required to enable interventions to begin. The diagnosis of an ASD is much more complex than diagnosing other developmental disorders, and some of the ASD assessment instruments require specialized training to administer. As a result, there is a severe shortage of qualified personnel to assess and diagnose ASD. Parents often wait 8 to 12 months for an evaluation at autism centers such as the Weisskopf Child Evaluation Center in Louisville or Vanderbilt in Nashville. A Psy.D. in Applied Psychology is being proposed with a school psychology concentration. Within the concentration, one specialization option is an emphasis on Autism Spectrum Disorder. In addition, the proposed course is an option for the clinical psychology concentration. Having more psychologists able to diagnose ASD will greatly benefit children and families throughout Kentucky.

    2.2   Projected enrollment in the proposed course: Three to five students per year from the Psy.D. in Applied Psychology program, or double that if the course is only offered every two years. The special education department currently offers a graduate level certificate program in Autism Spectrum Disorders. Students interested in that certificate program, as well as practicing school and clinical psychologists in the community might also be interested in this course, in which case the enrollment numbers would be higher.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers graduate courses in assessment in general, but nothing specific to Autism Spectrum Disorder. For example, PSY 561-Advanced Assessment in Educational Settings includes various

methods of psychological assessment of children, but does not include assessment instruments specifically designed to assess ASD. PSY 540-Behavior Problems in Childhood includes the diagnostic criteria for diagnosing ASD, but does not discuss specific assessment instruments.

2.4   Relationship of the proposed course to courses offered in other departments: No other department offers an assessment of ASD course. The Special Education department offers an Autism Spectrum Disorders Certificate, which includes five graduate courses on ASD. Those courses are:

    SPED 610: Characteristics of Autism Spectrum Disorders

    SPED 612: Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders

    SPED 615: Instructional Strategies and Design for Students with Autism Spectrum Disorders

    SPED 618: Social Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders

    SPED 619: Assistive Technology and Communication Interventions for Students with Autism Spectrum Disorders

The proposed course would complement the courses offered by the Special Education department.

2.5   Relationship of the proposed course to courses offered in other institutions: Many of our benchmark institutions have courses specific to the topic of Autism Spectrum Disorder, but only a few have courses on the assessment of ASD. James Madison University does have a course where assessment of ASD is included: EXED 506 – Overview and Assessment of Autism Disorders. Bowling Green State University has EDIS 6480 – Assessment, Methods, and Materials for Students with Autism Spectrum Disorders. Florida Atlantic University has EEX 6210 – Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders.

3.   Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will   be able to:
- describe strengths and limitations of numerous methods of, and instruments for, assessing Autism Spectrum Disorder
- select and use the best methods and instruments for assessing Autism Spectrum   Disorder
- integrate and triangulate data obtained from multiple methods of assessment
- write clear diagnostic reports describing the assessment results and implications for interventions

3.3   Content outline:
- The broad range of characteristics, and varying severity level of those characteristics, in ASD
- Using the latest Diagnostic and Statistical Manual of Mental Disorders criteria when assessing ASD
- Strengths and limitations of various methods of assessment
  - Methods of assessing ASD in children
  - Interviews of parents, teachers, and children
  - Observations of children
  - Autism specific rating scales
- Autism specific tests (e.g., Autism Diagnostic Observation Schedule-2; Autism Diagnostic Interview-Revised)
  - Integrating assessment data from multiple sources and writing diagnostic reports
  - Distinguishing ASD from developmental disorders with similar characteristics

3.4   Student expectations and requirements: Students will be evaluated on their:
   • performance in completing assignments,

   • critiques and analyses of various ASD assessment methods, and

   • ability to competently conduct assessments using ASD assessment methods.

3.5   Tentative texts and course materials: Readings may come from relevant journals in the field (e.g., Journal of Autism and Developmental Disorders), and the following books or chapters from books such as these:

   • Goldstein, S., Naglieri, J. A., & Ozonoff, S. (2009). *Assessment of autism spectrum disorders*. New York, NY: Guilford Press.

   • Saulnier, C. A., & Ventola, P. E. (2012). *Essentials of autism spectrum disorders evaluation and assessment*. Hoboken, NJ: John Wiley & Sons.

   • Volkmar, F. R., Paul, R., Klin, A., & Cohen, D. (Eds.). (2005). *Handbook of autism and pervasive developmental disorders (3rd ed.), Volume 2: Assessment, interventions, and policy*. Hoboken, NJ: John Wiley & Sons.

4.   Resources:
   4.1   Library resources: Adequate

   4.2   Computer resources: Adequate

5.   Budget implications:
   5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

   5.2   Special equipment needed: Many assessment instruments are already in the Psychological Training Clinic. The test, *Autism Diagnostic Observation Schedule-2,* would need to be purchased at a cost of $2000. The Dean of the College of Education and Behavioral Sciences has committed to funding the cost of this test kit.

   5.3   Expendable materials needed: Test and behavior rating scale protocols will be required, at an estimated cost of about $25 per student. The Psychological Training Clinic charges nominal fees for services provided in the clinic and those fees are currently being used to purchase expendable materials (e.g., test protocols) for psychology graduate students in the Masters and Specialist programs. Such fees would be used for the expendable materials needed in this class as well.

   5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

   Department of Psychology   February 21, 2014

CEBS Curriculum Committee   March 6, 2014
Professional Education Council   March 19, 2014
Graduate Council   April 10, 2014
University Senate

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 777
    1.2   Course title: Foundations of Supervision
    1.3   Abbreviated course title: Foundations of Supervision
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: standard letter grade
    1.6   Prerequisites: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Examination of theories, ethics and issues in clinical supervision. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Doctoral level psychologists are often called upon to supervise the clinical work of others. Training in consultation and supervision is part of the American Psychological Association standards for accreditation of a program. Community focus groups indicate the need for supervision is great in our service region. The absence of adequate doctoral level supervision hinders masters level professionals from being able to work.
    2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. If the course is offered every year, the enrollment is anticipated to be 10.
    2.3   Relationship of the proposed course to courses now offered by the department: This is a new course for the department. We have no clinical supervision courses or practica. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 - Human Resources Management and Personnel Decisions for Organizational Leaders are the only ones discussing "supervision" but the context is business, not clinical work, and it is not broadly about supervision.
    2.4   Relationship of the proposed course to courses offered in other departments: The course is intended for clinical and school psychologists and for delivery of psychological services. It is discipline-specific. Therefore the following courses do not satisfy the program needs.
        2.4.1   CNS 585 Leadership and Administration in Student Affairs
        2.4.2   CNS 587 Professional Mental Health Counseling Practice
        2.4.3   EDAD 585 Fundamentals of School Administration
        2.4.4   EDAD 597 Problems in Educational Administration and Supervision
        2.4.5   EDAD 598 Field-Based Experience in Educational Administration
        2.4.6   EDAD 686 Principles of Supervision
        2.4.7   EDAD 697 Independent Research/Educ Ad/Sup
        2.4.8   EDLD 798 Internship in Administration and Supervision
        2.4.9   LTCY 695 Internship in Literacy Supervision

       2.4.10   SWRK 577 Supervision of Advanced Casework in Child Welfare

       2.4.11   SWRK 610 Social Work Administration and Supervision

       2.4.12   NURS 520 Teaching in Schools of Nursing

       2.4.13   COMM 510 Strategies for Teaching Communication

       2.4.14   FACS 574 Supervision in Family and Consumer Sciences Education

       2.4.15   COMM 525 Interpersonal Support in the Workplace

       2.4.16   CD 570 Administration Supervision SLP

2.5   Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:

       2.5.1   James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors.

       2.5.2   Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.

       2.5.3   Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.

       2.5.4   Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.

       2.5.5   University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.

       2.5.6   Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.

       2.5.7   University of Oregon: SPSY 610 Clinical Supervision.

3.   Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2   Learning Outcomes:

Upon completion of this course the student will be able to

- Describe and apply fundamental principles of adult learning that help supervisees link theory and practice.
- Describe and apply fundamentals of psychological supervision, including the framework of supervision and the roles and relationships of supervisor and supervisee. Other fundamentals include organizational context of supervision, research on and models of clinician development, clinical supervision, and tools for assessing supervisees.
- Discuss and apply the legal and ethical implications of supervision such as multiple relationships, issues of confidentiality and determinants of supervisee competency.
- Develop a supervisory alliance (e.g., mutual respect, agreement on relevant tasks and on overall goals) with the supervisee that includes supportive and corrective feedback from the supervisor and accurate self-appraisal by the supervisee.
- Provide professional and effective oversight of beginning clinicians including, assessing them through observation, addressing their developmental level, supporting the supervisee in developing insight.
- Reflect on personal limitations in their supervision and choose an appropriate action.

3.3   Content outline:

Note: Supervision of behavioral health practice will be contrasted with supervision of employees for each broad topic as many students will likely have both roles.

- Introduction to Supervision
    - Why supervise?
    - What is good supervision? Supervision Models and Stages.
- The Supervision Relationship
    - Roles and relationships.
    - Factors affecting the relationship.
    - Diversity and Supervision.
- The Delivery of Supervision
    - Preparing for supervision.
    - Developing a supervisory alliance.
    - Evaluation of supervisee behaviors.
- Ethical and Legal Issues and Risk Management
    - In the typical context; State requirements.
    - When technology is involved.
    - In varied settings.
    - Assessing supervisory ethical and legal situations.
- Theories of and Research on Supervision
    - Fundamentals of adult learning.
    - Models of supervisee development.
    - Assessing the supervisory process.
- Administrative Supervision

3.4   Student expectations and requirements:

The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings.

3.5   Tentative texts and course materials:

Bernard, J. & Goodyear, R. (2013). *Fundamentals of clinical supervision, 5th Ed.* San Francisco: Pearson

Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach.* Washington, DC: American Psychological Association.

Harvey, V.S. & Struzziero J.A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd edition). Thousand Oaks, CA: Corwin Press.

Thomas, J. T. (2010). *The ethics of supervision and consultation: Practical guidance for mental health professionals.* Washington, DC: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Training and Education in Professional Psychology, Professional Psychology: Research and Practice, Counselor Education,* and *Supervision and Clinical Supervision.*

4. **Resources:**
    4.1   Library resources: Adequate

        4.2   Computer resources: Adequate

5.   Budget implications:

        5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

        5.2   Special equipment needed: None

        5.3   Expendable materials needed: None

        5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 785
    1.2   Course title: Doctoral Seminar in School Psychology
    1.3   Abbreviated course title: Doctoral Seminar School Psych
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Readings and discussion on current issues in the field of psychology relevant to doctoral level school psychologists, such as systems level consultation, supervision, and private practice.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The Applied Psychology Psy.D. program is being proposed with a school psychology concentration. This course will be a required course for those in the school psychology concentration. The fields of education, school psychology, and doctoral level practices in psychology are continually evolving in response to new accreditation standards [i.e., National Association of School Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*], new assessment methods in the field, special education regulations, and national and state trends. In addition, specific issues related to systems level consultation, supervision, and private practice are important topics for doctoral level psychologists. This course is intended to serve as a mechanism for keeping students up-to-date with current research and issues in the field and doctoral level practices. In addition, this course will allow the content of the school psychology concentration to be flexible and adaptive in the future.

    2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. psychology program is expected to enroll about 10 students per year, with half being in the school psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers a similar course, PSY 625 - Seminar in School Psychology, for school psychology graduate students in the Specialist in Education program. That course focuses on issues for students about to enter the field as school psychologists for the first time. Students in the doctoral program will already have experience as a school psychology practitioner. Thus, a more advanced seminar that focuses on doctoral level issues in addition to current topics will be required for the doctoral level students.

    2.4   Relationship of the proposed course to courses offered in other departments: Other programs do offer similar courses for students in their programs. For example, the doctoral program in

Educational Leadership offers EDLD 795 – Advanced Topics in Educational Leadership. Counseling and Student Affairs (CNS) 579 – Seminar in Student Affairs, focuses on "current issues and practices in Student Affairs." The special education graduate program has a seminar (SPED 518) on "contemporary issues in special education." The Educational Administration, Leadership, and Research program has a course (EDFN 576) on "Issues and Trends in Education." All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.

2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

3.   Discussion of proposed course:

3.1   Schedule type: S (seminar)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• describe current licensure regulations and private practice issues for doctoral level psychologists
• explore and analyze professional issues associated with the provision of school-based psychological services in rural settings
• analyze and critique systems level models of services in schools and the role of the school psychologist
• explore, analyze, and critique current issues within the fields of education and school psychology
• describe issues such as consultation, supervision, and private practice that are relevant for doctoral level psychologists

3.3   Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
• Psychology licensure laws and private practice issues
• School psychology services in rural settings
• Systems level services with school safety & crisis intervention plans
• Systems level consultation
• Supervision of other school psychologists
• Diversity issues in assessment and education

3.4   Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, discussions, and other projects,
• critiques and analyses of issues and research in the fields of education and school psychology,
• quality of oral presentations, and
• contributions to discussions in the seminar meetings.

3.5   Tentative texts and course materials: Readings may come from a variety of sources, including articles from journals in the field (e.g., School Psychology Review, School Psychology Quarterly, Psychology in the Schools), and chapters from:

- Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2012). *School crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.
- Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices*. New York, NY: Guilford Press.

4.   Resources:

    4.1   Library resources: Adequate

    4.2   Computer resources: Adequate

5.   Budget implications:

    5.1   Proposed method of staffing: Currently, there are three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed, with the expectation that two of them will have a school psychology background. The hiring of additional faculty are necessary to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person, Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu 745-2114

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: PSY 791

   1.2   Course title: Advanced Psychology Practice

   1.3   Abbreviated course title: Advanced Psychology Practice

   1.4   Credit hours: 3   Variable credit: No

   1.5   Grade type: Standard letter grade

   1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.

   1.7   Course description: Advanced field experience for doctoral students. Applied Students are responsible for their own transportation to practicum sites.

2. **Rationale:**

   2.1   Reason for developing the proposed course: Graduates of the program will need breadth and depth of experience to manage and consult on complex cases and therefore need advanced supervised practice. The proposed Psy.D. in Applied Psychology will have a clinical psychology concentration. The program is designed to meet the coursework required for doctoral level licensure in clinical psychology in Kentucky. One of the pedagogical requirements for clinical psychology licensure is an advanced practicum in interventions. This course is designed to fulfill the requirement.

   2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

   2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers two other applied practice courses: Psy 562- Practicum in Psychological Assessment and Psy 562 – Practicum in Psychology. Both of these practicum courses are designed for entry level training in clinical and school psychology. The present course will provide supervised practice at a more advanced level and focus on development and evaluation of interventions.

   2.4   Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level practica courses at the Masters and Ed.S. levels for the supervision and evaluation of skills and performance within each discipline (e.g., CNS 590 Practicum, CNS Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum, ADED 590 Practicum in Adult Education, SWRK 660 Advanced Field Practicum I, SWRK 560 Foundations Field Practicum, SPED Practicum in Administration of Special Education). However, the nature of a practica course is that it is highly specific to the discipline and degree program and is restricted to students admitted or enrolled to the program. Further, there are no other doctoral level practicum courses offered students in the clinical psychology concentration.

2.5   Relationship of the proposed course to courses offered in other institutions: Doctoral level clinical psychology programs exist in 11 of WKU's 18 benchmark institutions. A doctoral level practicum class is evident in virtually all programs. Ball State University has Applied Practicum 686. Bowling Green State University has 7970 Supervised Practicum in Clinical Psychology. Central Michigan University has both Psy 791 Practicum I B: Professional Services and 890 Advanced Practicum II A: Professional Services. East Carolina University has three courses: PSYC 6462 Advanced Clinical Psychology Practicum I, PSYC 6463 Advanced Clinical Psychology Practicum II, and PSYC 7995 Advanced Clinical Psychology Practicum III. East Tennessee State University has PSYC 7010 Clinical Psychology Practicum & Seminar. James Madison University has 5905 Practicum II: Clinical Health Psychology. Ohio University has PSY 7925 Advanced Clinical Practicum. The University of North Carolina, Greensboro has PSY 762 Advanced Practicum in Clinical Psychology. The University of Southern Mississippi has PSY 836 Proseminar in Counseling Psychology.

3.   **Discussion of proposed course:**

     3.1   Schedule type: P (supervised practical experience)

     3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Develop, identify, and monitor professional goals for the practica experience and develop a professional development plan.
- Evaluate the context and adapt evidence-based interventions to the new setting and client population.
- Apply principles of clinical practice in a fieldwork placement.
- Appropriately assess the outcomes of the intervention and modify accordingly.
- Engage in appropriate clinical supervision activities.

     3.3   Content outline: The following is the general outline this course will follow.
- Self- evaluation of competencies related to intervention knowledge, skills, and experience
- Development of a professional development plan for the particular goals of the placement.
- Evaluation of the context of treatment
  - Setting
  - Population
- Issues in Intervention Selection and Design
  - Matching interventions to client needs and client context
  - Assessing client resources and needs
  - Implementing an intervention
  - Assessing the intervention and modifying as needed.
- Clinical Supervision Issues (as appropriate to the placement)

     3.4   Student expectations and requirements: Students will be evaluated on their:
- Portfolio of professional activities including:
   - Professional Development Plan
   - Pre and post self-evaluation of competencies
   - Summary paper of experiences demonstrating self-awareness of competency level and progress made on professional development plan
   - Documentation of intervention (s) designed using appropriate methods
   - Documentation of evaluating effectiveness or appropriateness of ongoing interventions

Documentation of any Supervision experiences
- Intervention case presentation

3.5   Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:

Baird, B. (2013). *Internship, practicum, and field placement handbook, 7ᵗʰ Ed.* San Francisco: Pearson.

Fouad, A., et al. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5–S26. doi: 10.1037/a0015832

Kaslow, N. J., Borden, K. A., Collins, F. L., Forrest, L., Illfelder-Kaye, J., Nelson, P. D., Vasquez, M. J., & Willmuth, M. (2004). Competencies conference: Future directions in education and credentialing in professional psychology. *Journal of Clinical Psychology,* 60, 699–712.

Smalley, K. B., Warren, J., and Rainer, J. (Eds.) (2012). *Rural mental health: Issues, policies, and best practices*. NY: Springer Publishing Company.

Sonne, J. L. (2012). *PsycEssentials: A pocket resource for mental health practitioners*. Washington, D.C.: American Psychological Association.

Thwaites. R., Bennett-Levy, J., Davis, M. & Chaddock, A. (in press). Using self-practice and self-reflection (SP/SR) to enhance competence and meta- competence. To appear in: A. Whittington & N. Grey (Eds.) *The cognitive behavioural therapist: From theory to clinical practice*. London: Routledge.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Clinical Practice in Pediatric Psychology, Clinical Psychology: Research and Practice, Couple and Family Psychology: Research and Practice, Journal of Counseling and Development, Journal of Rural Mental Health, Professional Psychology: Research and Practice,* and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today.*

4.   **Resources:**
4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5.   **Budget implications:**
5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.
5.2   Special equipment needed: None
5.3   Expendable materials needed: None

      5.4   Laboratory materials needed: Not applicable

6.   **Proposed term for implementation:** Fall, 2014

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

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Elizabeth Jones, elizabeth.jones@wku.edu 745-4414

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: PSY 792
   1.2   Course title: Advanced Practicum in School Interventions
   1.3   Abbreviated course title: Adv Practicum in Interventions
   1.4   Credit hours: 3   Variable credit: No
   1.5   Grade type: Standard letter grade
   1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
   1.7   Course description: Supervised practice in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Doctoral level school psychologists will be expected to manage and consult on the most complex cases and therefore need advanced supervised practice. The proposed Psy.D. in Applied Psychology will have a school psychology concentration. The program is designed to meet the coursework required for doctoral level licensure in school psychology in Kentucky. One of the pedagogical requirements for school psychology licensure is an advanced practicum in interventions. This course is designed to fulfill the requirement.

   2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year, with half being in the school psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

   2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers two other applied practice courses: Psy 562- Practicum in Psychological Assessment and Psy 562 – Practicum in Psychology. Both of these practicum courses are designed for entry level training in school and clinical psychology. The present course will provide supervised practice at a more advanced level and focus on development and evaluation of interventions.

   2.4   Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level practica courses at the Masters and Ed.S. levels for the supervision and evaluation of skills and performance within each discipline (e.g., CNS 590 Practicum, CNS Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum, ADED 590 Practicum in Adult Education, SWRK 660 Advanced Field Practicum I, SWRK 560 Foundations Field Practicum, SPED Practicum in Administration of Special Education). However, the nature of a practica course is that it is highly specific to the discipline and degree program and

is restricted to students admitted or enrolled to the program. Further, there are no other doctoral level practicum courses offered students in the school psychology concentration.

2.5   Relationship of the proposed course to courses offered in other institutions: Doctoral level school psychology programs exist in eight of WKU's 18 benchmark institutions. A doctoral level practicum class is evident in all programs. Ball State University has EDPS Practicum in School Psychology, and EDPS 688 Practicum in Consultation. East Carolina University has PSYC 7950 Practicum in Therapeutic Approaches with Children, PSYC 7951 Practicum in Psychoeducational Assessment, and PSYC 8460 Health Psychology Practicum. Illinois State University has PSY 436.04 Practicum: Psychoeducational Assessment (which includes interventions) and PSY 590.03 Advanced Practicum. Indiana State University offers SPSY 686 Practicum in School Psychology. Northern Illinois University has PSYC 653 Practicum in School Psychology. The University of Southern Mississippi has PSY 771 Practicum in School Psychology which is taken every semester. James Madison University has PSYC 878 Doctoral Practicum and PSYC 882 Doctoral Practicum in Counseling.

3.   Discussion of proposed course:

3.1   Schedule type: P (supervised practical experience)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Explain basic principles and best practices that guide prevention and intervention activities.
- Independently implement academic and behavioral interventions.
- Evaluate the quality of evidence for interventions with children and adolescents.
- Demonstrate command of methods for monitoring intervention outcomes and   evaluating intervention integrity
- Demonstrate command of varied methods for evaluating intervention outcomes and intervention effectiveness
- Demonstrate how to assess for and ensure the acceptability of interventions.
- Demonstrate proficiency in matching interventions to individual student needs.

3.3   Content outline: The following is the general outline this course will follow.
- Overview of the Course
    - Self- evaluation of competencies related to intervention knowledge, skills, and experience
    - Development of a strategic plan for advancing intervention skills with identified projects and products
- Issues in Evaluating the Evidence Base for Interventions
    - Evidence-based versus evidence informed
    - Translational studies
- Issues in Intervention Selection and Design
    - Matching interventions to student needs and the instructional hierarchy
    - Assessing baseline performance and goal setting
    - Assessing treatment integrity and intervention acceptability

3.4   Student expectations and requirements: Students will be evaluated on their:
- Portfolio of professional activities including:
    Professional Development Plan
    Pre and post self-evaluation of competencies
    Summary paper of experiences demonstrating self-awareness of competency

level and progress made on professional development plan

Documentation of intervention (s) designed using appropriate methods

Documentation of evaluating effectiveness or appropriateness of ongoing interventions

- Intervention case presentation

3.5   Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Adkin-Little, A., Little, S., & Bray, M. (Eds). (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Hosp, J., Hosp, M., Howell, K., & Allison, R. (Eds), (2014). *The abc's of curriculum-based evaluation: A practical guide to effective decision making*. New York, NY: Guilford.

Knoff, H. (2014). *Implementing response-to-intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions*. Bethesda, MD: National Association of School Psychologists.

Langberg, J. (2011). *Homework, organization and planning skills (HOPS) interventions.* Bethesda, MD: National Association of School Psychologists.

Rathvon, N. (2008). *Effective school interventions (2nd ed.): Evidence-based strategies for improving student outcomes*. New York, NY: Guilford Press.

Reddy, L. (2012). *Group play interventions for children*. Washington, DC: American Psychological Association.

Sandoval, J. (Ed.). (2013). *Crisis counseling, intervention and prevention in the schools*. New York, NY: Routledge.

Shinn, M., & Walker, H. (2014). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.

Stormont, M., Reinke, W., Herman, K., & Lembke, E. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions.* New York, NY: Guilford.

Wilkinson, L. (Ed). (2014). *Autism spectrum disorder in children and adolescents. Evidence-based assessment and intervention in schools*. Bethesda, MD: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Forum, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Assessment for Effective Intervention*.

4. Resources:

    4.1   Library resources: Adequate

    4.2   Computer resources: Adequate

5. Budget implications:

    5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2014

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 799
    1.2   Course title: Dissertation in Psychology
    1.3   Abbreviated course title: Dissertation
    1.4   Credit hours: 1-3   Variable credit: Yes
    1.5   Grade type: Pass/Fail (qualifies for IP grading)
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program and by permission of instructor.
    1.7   Course description: Research undertaken to complete requirements for the doctorate in applied psychology. Course repeated for 6 credit hours total.

2. **Rationale:**
    2.1   Reason for developing the proposed course: A dissertation in psychology requires students to utilize the scientific tools of applied psychology to a major research project. A Psy.D. Applied Psychology program is being proposed for clinical and school psychologists. A dissertation will be a required component of that program.
    2.2   Projected enrollment in the proposed course: 5 to 10 per semester from the Psy.D. program in psychology, although students might not start enrolling in this course for a year or more after the program begins.
    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers PSY 599-Thesis Research, for Masters level students and PSY 699-Specialist Project, for Specialist level students. The proposed course would be specifically for dissertation research at the doctoral level.
    2.4   Relationship of the proposed course to courses offered in other departments: The doctoral program in Educational Leadership offers a dissertation course for their doctoral students, EDLD 799-Dissertation Research. The proposed dissertation course would be specific to the graduate students in the psychology department.
    2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level psychology programs, all have a dissertation course. As just a few examples, Ohio University has PSY 8950-Dissertation, East Carolina University has PSYC 9000-Dissertation, the University of South Alabama has CCP 799-Dissertation Research, East Tennessee University has PSYC 7690-Doctoral Dissertation in Psychology, the University of Kentucky has PSY 767-Dissertation Research, and the University of North Carolina-Greensboro has PSY 799-Doctoral Dissertation Research.

3. **Discussion of proposed course:**
    3.1   Schedule type: R (research)

3.2   Course objectives/Learning outcomes: At the conclusion of the dissertation, the students will be able to:
- critically evaluate and integrate the literature in an applied area and identify the need for their research topic
- identify an appropriate research design
- conduct research within ethical guidelines
- appropriately analyze data and interpret findings
- present results in an effective written format following the conventions of the field

3.3   Content outline: The dissertation course would not have specific content as it is independent research conducted by the student under the supervision of the director of the dissertation.

3.4   Student expectations and requirements: Students will be evaluated on their ability to conduct the research in an appropriate and ethical manner and provide an acceptable written product (i.e., the dissertation).

3.5   Tentative texts and course materials: Not applicable

4.   Resources:

4.1   Library resources: Adequate

4.2   Computer resources: Adequate

5.   Budget implications:

5.1   Proposed method of staffing: This course would not be assigned as a course load per se. It is expected that directing three dissertations to completion would result in a one-course reduction for that faculty member. However, dissertations could be directed by numerous faculty in the psychology department. Thus, the impact would spread across many faculty. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability of faculty members to teach current caseloads of undergraduate and graduate courses.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 801
    1.2   Course title: The Profession of Clinical Psychology
    1.3   Abbreviated course title: Clinical Psych
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Survey of the issues and opportunities in the applied practice of psychology. The legal, financial, professional, and ethical issues of applied practice will be addressed.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The mission of the PsyD program is to train competent practitioner/scholars who can function at the doctoral level. It is expected that graduates will eventually open their own private practice, join an existing group practice, or work as administrators at psychological facilities in the region. This course will provide basic information that early-career practitioners need to know that will help them be successful in their chosen career paths. Some of this information is of a nature that many only find out via negative experience.
    2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every two years, the enrollment is anticipated to be 10. There may be some interest in this course from members of the community who practice applied psychology; such an interest could increase the number of students in the course.
    2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers PSY 541, Scientific and Professional Ethics and Standards in Psychology at the graduate level, which focuses on the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. While ethics will be a part of the current course, the focus of this course will be on the three avenues of applied psychology outlined above (i.e., private practice, group practice, or administration). The Department of Psychology offers PSY 455 Introduction to Clinical Psychology at the undergraduate level, which is a general overview of the applied practice of psychology, including counseling psychology and school psychology as well as clinical psychology. The present course is targeted at a higher level of knowledge. It is designed to be more specifically oriented to the avenues of applied practice and the issues that can hamper the development of competent professionals.
    2.4   Relationship of the proposed course to courses offered in other departments: Other graduate programs at WKU offer a survey course of applied work in the profession. The Educational

Leadership doctoral program has LME 737 Leadership in Educational Technology, the Doctor in Physical Therapy program has DPT 700 Orientation to Physical Therapy, and the Doctor of Nursing program has NURS 601 Orientation to Doctor of Nursing Practice. In addition, at the master's level, the Counselor Education department offers CNS 570 Workshop in Counseling and the Social Work department offers SWK 501 Cultural Competency in Social Work Practice. All of these courses focus on the information, skills, and techniques necessary to be successful in their fields. The current course will be similar to these courses, with a focus on the profession of psychology.

2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, some offer classes with general themes that could cover the topics in this class. Appalachian State University offers 4655 Contemporary Issues in Psychology. Central Michigan University has 765 Seminar in Ethics and Professional Issues. The University of North Carolina, Charlotte has both **PSYC 6050. Topics in Psychological Treatment and PSYC 6099. Topics in Psychology. The University of Southern Mississippi offers** PSY 608 Professional Issues in Psychology and PSY 616 Proseminar in Clinical Psychology. Other benchmark institutions offer courses that are more in line with the content of the proposed course. East Carolina University has PSYC 6465 Ethics and Professional Practice. East Tennessee State University has PSYC5100 Legal and Ethical Issues in Psychology. The University of Southern Alabama offers CCP 764 Consulting Psychology and Program Development. However, none of the benchmark institutions offer a class that specifically focuses on aspects of running a private practice.

3.   Discussion of proposed course:

3.1   Schedule type: L (standard lecture)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
   • analyze the challenges of applied practice of psychology and integrate solutions into their approaches,
   • describe and analyze the ethical standards that relate to applied practice,
   • evaluate the implications of the legal requirements of legislation such as the Health Insurance Portability and Accountability Act,
   • discuss issues related to marketing, client recruitment, hiring, finance, and other business issues that can affect the success of applied practice, and
   • integrate learning into a business or strategic plan.

3.3   Content outline:
   The following is the general outline this course will follow.
   • Overview of the Course
   • Credentialing
   • Managing a Business
       ▪ Making a Business Plan
       ▪ Marketing
       ▪ Generating Referrals
       ▪ Best Practices
       ▪ The Facility
   • Issues Related to Finance
       ▪ Reimbursement for Services
       ▪ Manage Care Companies
   • Legal Issues

- HIPAA
- Forensic Psychology
- Testifying
- Dealing with the Legal System
- Ethics in the Applied Realm
  - Managing Client Information
- Employee Issues
  - Supervision
  - Administration
- Guest Speakers

    3.4   Student expectations and requirements: Students will be evaluated on their:
- reflective self-assessment,
- performance in completing assignments, quizzes, and examinations;
- oral presentations, and
- creation of a business or strategic plan.

    3.5   Tentative texts and course materials:

Required texts will be drawn from the following:

- Drogin, E. Y. (2004). *The law and mental health: Kentucky*. Washington, D.C.: American Psychological Association.
- Grodzki, L. (2000). *Building your ideal private practice: A guide for therapists and other helping professionals.* New York: W. W. Norton and Company.
- Paterson, R. J. (2011). *Private practice made simple: Everything you need to know to set up and manage a successful mental health practice.* Oakland, CA: New Harbinger.
- Steele, D. (2012). *The million dollar private practice: Using your expertise to build a business that makes a difference.* Hoboken, NJ: John Wiley and Sons.
- Walfish, S., & Barnett, J. E. (2009). *Financial success in mental health practice: Essential tools and strategies for practitioners.* Washington, D. C.: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Clinical Practice in Pediatric Psychology, Clinical Psychology: Research and Practice, Couple and Family Psychology: Research and Practice, Journal of Counseling and Development, Journal of Rural Mental Health, Professional Psychology: Research and Practice,* and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today.*

4. Resources:

    4.1   Library resources: Adequate

    4.2   Computer resources: Adequate

5. Budget implications:

    5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: Not applicable

6. **Proposed term for implementation:** Fall, 2014

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

Department of Psychology   February 21, 2014

CEBS Curriculum Committee   March 6, 2014

Professional Education Council   March 19, 2014

Graduate Council   April 10, 2014

University Senate

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

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 877
    1.2   Course title: Advanced Clinical Supervision
    1.3   Abbreviated course title: Advanced Clinical Supervision
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: standard letter grade
    1.6   Prerequisites: Acceptance to the Psy.D. in Applied Psychology program, PSY 777 or by
            permission of instructor.
    1.7   Course description: Advanced topics in supervision including specialized settings, challenging
            supervisees, and technology and supervision. Students are responsible for arranging their own
            transportation to designated or assigned sites.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Doctoral level psychologists are often called upon to
            supervise the clinical work of others. Training in consultation and supervision is part of the
            American Psychological Association standards for accreditation of a program. Community focus
            groups indicate the need for supervisor is great in our service region. The absence of adequate
            doctoral level supervision hinders masters level professionals from being able to work.
    2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is
            offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year,
            with half being in the clinical psychology concentration. If the course is offered every two years,
            the enrollment is anticipated to be 10.
    2.3   Relationship of the proposed course to courses now offered by the department: This is a new
            course for the department. We have no clinical supervision courses or practica. PSY 510 –
            Educational Psychology addresses an educational setting and is only broadly about clinical
            supervision. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 - Human Resources
            Management and Personnel Decisions for Organizational Leaders are the only ones discussing
            "supervision" but the context is business, not clinical work, and it is not broadly about
            supervision.
    2.4   Relationship of the proposed course to courses offered in other departments: The course is
            intended for clinical and school psychologists and for delivery of psychological services. It is
            discipline-specific. Therefore the following courses do not satisfy the program needs.
            2.4.1   CNS 585 Leadership and Administration in Student Affairs
            2.4.2   CNS 587 Professional Mental Health Counseling Practice
            2.4.3   EDAD 585 Fundamentals of School Administration
            2.4.4   EDAD 597 Problems in Educational Administration and Supervision
            2.4.5   EDAD 598 Field-Based Experience in Educational Administration

2.4.6   EDAD 686 Principles of Supervision

2.4.7   EDAD 697 Independent Research/Educ Ad/Sup

2.4.8   EDLD 798 Internship in Administration and Supervision

2.4.9   LTCY 695 Internship in Literacy Supervision

2.4.10 SWRK 577 Supervision of Advanced Casework in Child Welfare

2.4.11 SWRK 610 Social Work Administration and Supervision

2.4.12 NURS 520 Teaching in Schools of Nursing

2.4.13 COMM 510 Strategies for Teaching Communication

2.4.14 FACS 574 Supervision in Family and Consumer Sciences Education

2.4.15 COMM 525 Interpersonal Support in the Workplace

2.4.16 CD 570 Administration Supervision SLP

2.5   Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:

2.5.1   James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors and PSYC 852 Advanced Consultation and Supervision and PSYC 853 Advanced Supervision in Counseling.

2.5.2   Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.

2.5.3   Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.

2.5.4   Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.

2.5.5   University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.

2.5.6   Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.

2.5.7   University of Oregon: SPSY 610 Clinical Supervision.

3.   Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2   Learning Outcomes: Upon completion of this course the student will be able to

- Apply principles of supervision with more advanced clinician supervisees, setting challenges for supervisees that are appropriate and optimal for learning.
- Adapt supervision to the organizational context of the supervisor and supervisee, such as rules for record keeping, timeliness of interventions, working with colleagues, and coordinate services for a program.
- Address issues of culture and difference in the supervisory and client relationships.
- Describe and address issues of technology (Telehealth) and supervision.
- Assess and address a variety of supervisee situations affecting the supervisory alliance, specifically managing any threats to the supervisory alliance.
- Conduct effective supervision in groups.
- Identify supervisee blocks to supervision and enable the supervisee in becoming a reflective, self-correcting practitioner.
- Describe and apply principles of self-care for self and supervisees.

3.3   Content outline:

- Review Models of Supervision

- Context for Supervision
- Techniques and Methods for Supervision
    - Working with advanced supervisees
    - Addressing blocks to supervision.
    - Issues of culture and difference.
    - Issues of technology (Telehealth) and supervision.
- Supervising groups of supervisees.
- Self-care in supervision.
- Ethical Issues in Advanced Supervision
- Teaching Supervision
- Assessing Supervision

3.4   Student expectations and requirements:

The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision of 2 or more supervisees and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings. They will present a class session on a special topic in supervision (e.g., working in rural areas, an issue of culture/difference, an issue of technology, current legislation).

3.5   Tentative texts and course materials:

Falender, C.A., Cornish, J., Goodyear, R., Hatcher, R., Kaslow, N., Leventhal, G., Shafranske, E., Sigmon, S.T., Stoltenburg, C., & Grous, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology*, 60, 771–785.

Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach*. Washington, DC: American Psychological Association.

Gizara, S., & Forrest, L. (2004). Supervisors' experiences of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice, 35*, 131-141.

Hays, D. G., & Chang, C. Y. (2003). White privilege, oppression, and racial identity development: Implications for supervision. *Counselor Education and Supervision*, 43, 134-145.

Ladany, N., Friedlander, M., & Nelson, M. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington: American Psychological Association.

Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *Clinical Supervisor,* 22(1), 87-110.

Milne, D. L., & Dunkerley, C. (2010). Towards evidence-based clinical supervision: the development and evaluation of four CBT guidelines. *The Cognitive Behaviour Therapist*, 1, 1-15.

Milne, D.L., Reiser, R., Cliffe, T., & Raine, R. (2011). SAGE: preliminary evaluation of an instrument for observing competence in CBT supervision. *The Cognitive Behaviour Therapis*t, 4, 123- 138.

Morrissette, P. J. (2001). *Self-supervision: A primer for counselors and human service professionals*. Philadelphia, PA: Brunner-Routledge.

Pope, K. S., Sonne, J. L., & Green, B. (2006). *What therapists don't talk about and why: Understanding taboos that hurt us and our clients (2nd ed.).* Washington, DC: American Psychological Association.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.

Sullivan, J., & Conoley, J. C. (2008). Best practices in the supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1957-1974). Bethesda, MD: National Association of School Psychologists.

Wood, J. A. V., Miller, T. W., & Hargrove, D. S. (2005). Clinical supervision in rural settings: A telehealth model. *Professional Psychology: Research and Practice. 36*, 173-179.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Training and Education in Professional Psychology, Professional Psychology: Research and Practice, Counselor Education,* and *Supervision and Clinical Supervision.*

4.   Resources:

   4.1   Library resources: Adequate

   4.2   Computer resources: Adequate

5.   Budget implications:

   5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

   5.2   Special equipment needed: None

   5.3   Expendable materials needed: None

   5.4   Laboratory materials needed: None

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education and Behavioral Science
Department of Psychology
Proposal to Create a New Course
(Action Item)

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 895
    1.2   Course title: Pre-Doctoral Internship
    1.3   Abbreviated course title: Pre-Doctoral Internship
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Pass/Fail (qualifies for IP grading)
    1.6   Prerequisite: Acceptance to the Psy.D. Applied Psychology program and by permission of instructor.
    1.7   Course description: Full-time applied psychology internship following the guidelines of the American Psychological Association. Taken at end of doctoral training coursework. Course repeated for 6 credit hours total.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The practitioner/scholar training model endorses a year of supervised practice prior to graduation in order to integrate coursework with applied practice. The proposed Psy.D.in Applied Psychology program for clinical and school psychologists has a practitioner/scholar training model. Further, all doctoral level training programs in clinical and school psychology require the student to have a full-time 2000-hour pre-doctoral internship as the culminating training experience. This course will meet that American Psychological Association requirement.

    2.2   Projected enrollment in the proposed course: 5 to 10 per semester from the Applied Psychology Psy.D. program. As this course is taken after all other doctoral coursework is completed, it will be approximately 2 to 3 years after the Psy.D. program begins before any students would enroll in this course.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers PSY 592-Internship, for Masters and Specialist level students in the clinical and school psychology programs. The requirements for that class at the Masters/Specialist level, however, are very different in terms of hours needed, supervision requirements, and the type of internship that is acceptable, from the American Psychological Association requirements for a pre-doctoral internship. The proposed course, with the 800 level numbering, would make it clear to the accrediting agency that it is a course designed specifically for doctoral level students and a pre-doctoral internship.

    2.4   Relationship of the proposed course to courses offered in other departments: Several programs at WKU do offer similar courses for students in their programs. Examples:
    • EDLD 798-Internship in Administration and Supervision
    • EDU 589-Advanced Internship for the MAT
    • EDU 590-Advanced Teaching Internship

- SPED 590-Advanced Internship in Exceptional Education
- IECE 524-Internship in Early Childhood Special Education
- SMED 590-Teaching Internship
- CNS 595-Internship
- CNS 596-Clinical Mental Health Internship
- LTCY 695-Internship in Literacy Supervision

All such courses are designed for specific internships within the students' programs of studies. The proposed pre-doctoral internship course would be specific to the field of psychology and the necessary accreditation requirements for an internship in this field.

2.5　Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level clinical and school psychology programs, all have a pre-doctoral internship course. As examples, East Tennessee State University has PSYC 7980-Pre-Doctoral Internship, the University of Kentucky has PSY 708-Internship, the University of South Alabama has CCP 797-Internship, Northern Illinois University has PSYC 655- Internship in Clinical Psychology, and the University of North Carolina-Greensboro has PSY 763-Internship in Clinical Psychology.

3.　Discussion of proposed course:

3.1　Schedule type: N (internship)

3.2　Course objectives/Learning outcomes: At the conclusion of the internship, the students will be able to:
- competently integrate and apply assessment and therapy skills to a variety of referral concerns
- practice within legal and ethical guidelines
- use supervision to enhance professional growth
- independently develop appropriate courses of action with regard to client referrals or systems level interventions

3.3　Content outline: The internship experience is the culminating training experience that could occur in a variety of school, mental health, or private practice settings. Given that it is an applied training experience, there is not specific course content in the traditional sense. However, internship experiences typically include:
- an orientation to the internship setting
- weekly supervision to enhance professional growth
- full-time applied psychology experiences that include assessment, consultation, and direct therapeutic interventions

3.4　Student expectations and requirements: Students will be evaluated on their ability to: • perform as competent and ethical psychologists
- consult and collaborate with other professionals
- complete all assigned duties and tasks

3.5　Tentative texts and course materials: Not applicable

4.　Resources:

4.1　Library resources: Not needed for this course.

4.2   Computer resources: Not needed for this course.

5.   **Budget implications:**

    5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses..

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: Not applicable

6.   **Proposed term for implementation:** Fall, 2014

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

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	March 6, 2014
Professional Education Council	March 19, 2014
Graduate Council	April 10, 2014
University Senate	

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

Contact Person: Brian Sullivan, brian.sullivan@wku.edu, 270-745-5408

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: BA 545
   1.2   Course title: Survey of Business Sustainability Issues
   1.3   Abbreviated course title: Survey Bus Sustainability
           (maximum of 30 characters or spaces)
   1.4   Credit hours: 3   Variable credit (no)
   1.5   Grade type: Standard Letter Grade
   1.6   Prerequisites/corequisites: None
   1.7   Course description: Survey course exploring the definition of, and key issues concerning, business sustainability. Provides overview of regulations regarding issues of sustainability as applied to business organizations. Introduces international standards and other global issues of sustainability which affect businesses. Explores compliance approaches, important metrics, and best practices businesses use in addressing sustainability issues. Discussion of political, environmental, other pressures surrounding these issues especially as related to current and future standards, regulations, and best business practices. Corporate social responsibility

2. **Rationale:**

   2.1   Reason for developing the proposed course: The mission of the WKU Office of Sustainability promotes a culture of sustainability and prepares students to seek innovative solutions to global challenges, be responsible citizens, and learn about best practices in sustainability. MBA short-courses on business sustainability have been successful in recent years. Due to these trends, this course has been designed to complement the other courses outlined in a certificate for Business Sustainability offered by the Gordon Ford College of Business. This course may also serve as an elective in the MBA program.
   2.2   Projected enrollment in the proposed course: 15-25
   2.3   Relationship of the proposed course to courses now offered by the department: This course is part of a series of course offerings in business sustainability offered as electives for those seeking advanced education on this topic area.   Each course in the certificate both stand-alone but complement the other courses. BA courses in sustainable operations, business innovations, and others help form a substantial certificate in business sustainability.
   2.4   Relationship of the proposed course to courses offered in other departments: There are courses related to sustainability in other departments. For instance, the courses in the MA in Social Responsibility and Sustainable Communities are targeted towards students in the humanities and social sciences and emphasize social, personal, and cultural impacts of sustainability. This course, and the others in the certificate, are targeted primarily to business students and emphasize the business-sustainability nexus. Issues of regulation, compliance, business opportunities, organizational image, corporate social responsibility (CSR), and other interests focused upon

sustainability are explored for the student interested primarily in applications to the business world.

2.5   Relationship of the proposed course to courses offered in other institutions: In other institutions offering a certificate in sustainability, similar business survey courses are offered. Top US Master of Business Administration (MBA) programs like Stanford, MIT, Yale, Northwestern, Carnegie Mellon and Cornell now offer sustainability courses. However, there is no MBA program in KY known to have a series of business sustainability courses.

3.   Discussion of proposed course:

3.1   Schedule type: L (Lecture) or S (Seminar)

3.2   Learning Outcomes: The specific objectives are:
- Identify and examine current major legal, governmental, and business standards related to sustainability important to businesses.
- Understand major political, environmental, and business pressures related to sustainability that frame current and future business practices.
- Examine how business activities and reports relating to sustainability are part of a broader policy of corporate social responsibility (CSR).
- Explore the opportunities created by current and future governmental environmental sustainability initiatives both domestically and globally.
- Examine the developing field of social entrepreneurship.

3.3   Content outline:
- Sustainability defined
- The relationship of sustainability as it applies to saving money and making money for business entities.
- Review the historical development of the introduction of sustainability concepts in businesses through an analysis of best practices and the development of regulations.
- Examine stakeholder theory in relation to the embracing by businesses of corporate social responsibility (CSR).
- Consider the continuing development of international sustainability practices in business.
- Examining new ventures, innovations, and other opportunities presented by sustainability requirements in a number of markets.
- Introduce the concept of social entrepreneurship as a major new approach to conducting business.

3.4   Student expectations and requirements: Students are required to read extensively and be prepared to discuss key concepts in class. Other pedagogy may include writing expository essays, preparing a case, taking a field trip or benefit from a guest speaker with professional experience on these topics, preparing a group report and presentation, and other approaches on which students can demonstrate their knowledge and understanding.

3.5   Tentative texts and course materials: There is no textbook for this course. Instead, an organized selection of articles, chapters, videos, and other materials will be posted on the Blackboard. Articles and materials similar to these will be used:
Selections from Nature – Ralph Waldo Emerson
Think Little – Wendell Berry Growing Green - Gregory Unruh and Richard Ettenson
Green Recovery: Emerge from the Downturn on Top - Andrew Winston
Sustainability - Not What You Think It Is - Peter Senge
Build a Strategy for Sustainability - Adam Werbach

Strategies for Manufacturing - Robert A. Frosch & Nicholas E. Gallapoulos
Systemic Change in Business - Peter Senge
Natural Capitalism - Amory Lovins
The Extravagant Gesture - William McDonough
From Cradle to Cradle - William McDonough
The Sustainability Imperative - David Lubin, Daniel Etsy
The Sustainable Economy by Yvon Chouinard, Jib Edison, and Rick Ridgeway
Leadership in the Age of Transparency - Christopher Meyer and Julia Kirby

4.   Resources:

    4.1   Library resources: There will be no need for additional library resources.

    4.2   Computer resources: There will be no need for additional computer resources. Students only need internet connection, Blackboard, Microsoft Word, Excel and PowerPoint, Adobe Reader.

5.   Budget implications:

    5.1   Proposed method of staffing: This course should load at the graduate level. No additional total staffing is required as it is a rotated elective. The MBA has 11 courses; 3 of which are electives. A set number of electives are offered each year and this will not increase that number. When a new elective is offered another is withdrawn from being offered in that year. Therefore, this creates a "net zero" impact on the number of courses offered.

    5.2   Special equipment needed: There will be no need for special equipment.

    5.3   Expendable materials needed: There will be no need for expendable materials.

    5.4   Laboratory materials needed: There will be no need for laboratory materials.

6.   Proposed term for implementation: 201430 (FALL 2014)

7.   Dates of prior committee approvals:

GFCB Graduate Committee: 3.14.2014_____ _

Graduate Council: ____ April 10, 2014_____

University Senate: _____

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

Proposal Date: April 10, 2014

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

Contact Person: Dr. Ismail Civelek, ismail.civelek@wku.edu, 270-745-6174

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: BA 546
    1.2   Course title: **SUSTAINABLE BUSINESS OPERATIONS**
    1.3   Abbreviated course title: SUSTAINABLE BUS OPS
           (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit (no)
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites/corequisites: None
    1.7   Course description: Exploration and development of definitions of sustainability and sustainable operations. The value chain perspective is taken to implement sustainability measures and different motivations for companies to engage in sustainable efforts.

2. **Rationale:**

    2.1   Reason for developing the proposed course: The mission of the WKU Office of Sustainability promotes a culture of sustainability and prepares students to seek innovative solutions to global challenges, be responsible citizens, and learn about best practices in sustainability. MBA short-courses on business sustainability have been successful in recent years. Due to these trends, this course has been designed to complement the other courses outlined in a certificate for Business Sustainability offered by the Gordon Ford College of Business. This course may also serve as an elective in the MBA program.
    2.2   Projected enrollment in the proposed course: 15-25
    2.3   Relationship of the proposed course to courses now offered by the department: This course is part of a series of course offerings in business sustainability offered as electives for those seeking advanced education in Sustainable Operations topics and possible future certification. Faculty teaching in the Sustainability series meet to discuss optimum ways to coordinate their courses.
    2.4   Relationship of the proposed course to courses offered in other departments: There are courses related to sustainability in other departments. However, this new course has focus on the business point view, particularly focusing upon the supply chain management and creating efficiencies in operations.
    2.5   Relationship of the proposed course to courses offered in other institutions: In other institutions offering certificate in sustainability, similar Operations and Supply Chain Management course is offered. Almost all top MBA institutions in the US, i.e. Stanford, MIT, Yale, Northwestern, Carnegie Mellon and Cornell offer a series of sustainability and/or supply chain management related courses similar to this new course, "Sustainable Operations." However, there is no MBA program in KY known to have a series of Sustainability courses.

3. Discussion of proposed course:

    3.1   Schedule type: L (Lecture) or S (Seminar)

    3.2   Learning Outcomes: We will approach *sustainable operations* from the *value chain perspective*, by identifying opportunities for sustainable actions and policies at different phases in the product life cycle. These phases range from research and development to the point where products are discarded by the consumer, for potential reuse or recycling. We will use quantitative operations models and techniques to analyze and evaluate the viability of these sustainable opportunities. The specific objectives are:

- Identify and discuss motivations for firms to engage in sustainability initiatives.
- Discuss sustainable initiatives at various stages of supply chain
- Evaluate the effects of sustainability initiatives in a logistics and supply chain setting

    3.3   Content outline:

- Triple Bottom Line (3BL)
- Lean and Six Sigma
- Life Cycle Assessment, Carbon Disclosure
- LEED Building
- Design for Environment
- Remanufacturing and Closed-Loop Supply Chains
- Product Differentiation
- Sustainable Resource Extraction and Take-Back Legislation

    3.4   Student expectations and requirements: Homework and case assignments are given in the class. Homework assignments will be composed of quantitative problems and analytical questions. However, case assignments will require a professional report and a group presentation with class discussion.

    3.5   Tentative texts and course materials: There is no textbook for this course, as sustainability in supply chains is a new and evolving field. There are a selection of articles and cases posted on the Blackboard. A copy of all the lecture slides will be posted on the Blackboard as well. Supplemental readings will be provided during the term.

4. Resources:

    4.1   Library resources: There will be no need for additional library resources.

    4.2   Computer resources: There will be no need for additional computer resources. Students only need internet connection, Blackboard, Microsoft Word, Excel and PowerPoint, Adobe Reader.

5. Budget implications:

    5.1   Proposed method of staffing: This course should load at the graduate level. No additional total staffing is required as it is a rotated elective. The MBA has 11 courses; 3 of which are electives. A set number of electives are offered each year and this will not increase that number. When a new elective is offered another is withdrawn from being offered in that year. Therefore, this creates a "net zero" impact on the number of courses offered.

    5.2   Special equipment needed: There will be no need for special equipment.

    5.3   Expendable materials needed: There will be no need for expendable materials.

    5.4   Laboratory materials needed: There will be no need for laboratory materials.

6. Proposed term for implementation: 201430 (FALL 2014)

7. Dates of prior committee approvals:

GFCB Graduate Committee: 3.14.2014

Graduate Council: ____ April 10, 2014_____

University Senate: _____

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

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

Contact Person: Dana Cosby, Dana.Cosby@wku.edu ext. 55813

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: BA 547
   1.2   Course title: Sustainability, Innovation, and Entrepreneurship
   1.3   Abbreviated course title: Sust Inn and Ent
           (maximum of 30 characters or spaces)
   1.4   Credit hours: 3   Variable credit (no)
   1.5   Grade type: Standard
   1.6   Prerequisites/corequisites: none
   1.7   Course description: An examination of the impact of sustainability on global forces that are restructuring the world economy and driving opportunities for related new entrepreneurial ventures in that context.

2. **Rationale:**

   2.1   Reason for developing the proposed course: The mission of the WKU Office of Sustainability promotes a culture of sustainability and prepares students to seek innovative solutions to global challenges, be responsible citizens, and learn about best practices in sustainability. MBA short-courses on business sustainability have been successful in recent years. Due to these trends, this course has been designed to complement the other courses outlined in a certificate for Business Sustainability offered by the Gordon Ford College of Business. This course may also serve as an elective in the MBA program.
   2.2   Projected enrollment in the proposed course: 15-25 students.
   2.3   Relationship of the proposed course to courses now offered by the department: This course will complement other courses outlined for a proposed certificate for Business Sustainability in the Gordon Ford College of Business.
   2.4   Relationship of the proposed course to courses offered in other departments: While there is a limited number of courses which include the word sustainability, this course, and certificate which can be earned, focuses upon the business angles surrounding the sustainability topics. It has as its main target business students who wish to add a certificate in business sustainability to their knowledge bank. For instance, Geography & Geology offers a number of courses related to environmental sustainability that are designed for students seeking a Master of Science degree. GEOS 544 Environmental Ethics, GEOG 474G Environmental Planning, and GEOS 571 Quality of Life are all examples of courses available to students with a science background, especially those enrolled in the MS in Geoscience. Sociology offers SOCL 470G Environmental Sociology, which addresses, among other topics, "social movements and social structural change associated with sustainability, environmental justice, and the rights of nature." The Center for Environmental Education for Sustainability offers four graduate courses (for instance, ENVE 560 Investigating and Evaluating Environmental Issues, ENVE 585 Special Topics) designed to provide teachers with an endorsement (EE) in environmental education.

2.5   Relationship of the proposed course to courses offered in other institutions:
        There are no known programs in-state or at benchmark institutions that offer the Sustainability
        sequence for the graduate MBA program.

3.   Discussion of proposed course:
    3.1   Schedule type: S
    3.2   Learning Outcomes:
        ▪ Evaluate the difference between entrepreneurship and sustainability, sustainable
          entrepreneurship, and green entrepreneurship;
        ▪ Assess the interrelationship between individuals, businesses, and nations in determining
          global entrepreneurship competitiveness;
        ▪ Evaluate the cultural differences on sustainable entrepreneurship;
        ▪ Evaluate the intersection of public policy and business interests, and the implications for
          entrepreneurship, innovation, and sustainability

    3.3   Content outline: The syllabus will deal with such topics as these:
        3.3.1   Introduction to Sustainable Entrepreneurship
            3.3.1.1   Sustainable development, sustainable entrepreneurship, and green business
            3.3.1.2   History of Environmental Issues and Regulations impacting the business
                      environment
            3.3.1.3   Sustainability as a new framework for business and government
        3.3.2   Sustainability Innovation in Business
            3.3.2.1   Defining sustainability innovation
            3.3.2.2   Evolutionary adaptation and mind-sets
            3.3.2.3   Core ideas and Metaconcepts
        3.3.3   Entrepreneurship and Sustainability Innovation Analysis
            3.3.3.1   Entrepreneurial Process
            3.3.3.2   Systems thinking
            3.3.3.3   Molecular thinking
            3.3.3.4   Adaptive Collaboration through Value-added Networks
            3.3.3.5   Radical incrementalism

    3.4   Student expectations and requirements:
        Students will engage in discussion of the readings, conduct research that will result in creation of a
        business plan, and/or group presentations and projects.

    3.5   Tentative texts and course materials:

    Larson, A. (2013). *Sustainability, innovation, and entrepreneurship*. Washington D.C.: Flatworld
            Knowledge.
    Drayton, B. & Budinich (2010). New alliance for global change. *Harvard Business Review*.
    Lubin, D. & Etsy, D. (2010). Lessons for leaders from previous game-changing megatrends. *Harvard
            Business Review*.
    O'Neill, G.D., Hershauer, J.C., & Golden, J.S. (2009). The cultural context of sustainability
            entrepreneurship. *Greener Management Journal International*, v. 55.

Parrish, B. (2010). Sustainability-driven entrepreneurship: Principles of organizational design. *Journal of Business Venturing*.

Shepherd, D. & Patzelt (2011). The new field of entrepreneurship: Studying entrepreneurial action linking what is to be sustained with what is to be developed. *Entrepreneurship Theory and Practice*.

4.   Resources:

      4.1   Library resources: Adequate

      4.2   Computer resources: Adequate

5.   Budget implications:

      5.1   Proposed method of staffing: Current 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 2014

7.   Dates of prior committee approvals:

GFCB Graduate Committee   3-14-2014

Graduate Council   April 10, 2014

University Senate

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

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

Contact Person: Dr. Patricia Todd, patricia.todd@wku. 52334

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: BA 548
    1.2   Course title: Sustainability Marketing
    1.3   Abbreviated course title: Sustainability Marketing
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit (yes or no) no
    1.5   Grade type: Standard
    1.6   Prerequisites/corequisites:
    1.7   Course description: This course integrates marketing fundamentals with the environmental, social, and economic principles of sustainability. In this course, students analyze current sustainability trends that influence marketing applications and the influence of marketing on sustainability trends.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Consumer awareness of sustainability issues began in the 1970's and emphasis on these issues has cycled in importance several times since. Marketing strategy plays a key role in a firms' ability to address consumer demands related to sustainability issues in a genuine manner. The course supports the growing demands focused on sustainability, the AMA's current definition of marketing, as well as WKU's strategic objectives.

            The mission of the WKU Office of Sustainability promotes a culture of sustainability and prepares students to seek innovative solutions to global challenges, be responsible citizens, and learn about best practices in sustainability. MBA short-courses on business sustainability have been successful in recent years. Due to these trends, this course has been designed to complement the other courses outlined for requirements for a proposed certificate of Business Sustainability in the Gordon Ford College of Business.

    2.2   Projected enrollment in the proposed course: 25-30
    2.3   Relationship of the proposed course to courses now offered by the department:
            This course will complement the other courses outlined for requirements for a proposed certificate of Business Sustainability in the Gordon Ford College of Business.

    2.4   Relationship of the proposed course to courses offered in other departments: There are no permanent marketing sustainability courses offered, but the course is a complement to courses on other topics concerning sustainability offered in other departments across campus.
    2.5   Relationship of the proposed course to courses offered in other institutions: Several universities have begun to include courses focusing on marketing and sustainability, either in upper level programs or certificate programs:

Marketing and Global Sustainability MKTG6830 University of Colorado-Denver
Marketing and Sustainability (4) MKTG 384 - Western Washington University
Sustainable Marketing Enterprises BADM 505/590 – University of Illinois
Marketing for a Sustainable World SMGT 330 University of Wisconsin

3. **Discussion of proposed course:**
    3.1   Schedule type: S
    3.2   Learning Outcomes: Upon successful completion of this course, students will have the knowledge and skills to:
    · Interpret the history and current global trends in sustainability marketing.
    · Demonstrate an understanding of how sustainability impacts marketing
    · Demonstrate an understanding of how marketing can impact sustainability
    · Critically evaluate corporate actions in the arena of sustainability, and differentiate between genuine and fraudulent initiatives.
    · Identify challenges and opportunities associated with sustainability
    · Recognize the interdependencies among stakeholders
    · Evaluate and create effective sustainability marketing strategies
    · Contribute to decision making using a systems analysis

    3.3   Content outline:
    A. The Evolution of Marketing
    B. Global Socio-ecological problems
    C. Introduction to Sustainability Marketing
    D. Sustainable Consumer Behavior
    E. Sustainability through the Marketing Mix
       Customer Solutions
       Promotion
       Ecolabels
       Total Cost
       Supply Chain
       Cradle to Cradle – A Global Perspective
    F. Future of Sustainability Marketing
       Case Studies

    3.4   Student expectations and requirements: A variety of formats will be used, ranging from lectures to fully interactive discussions. Students are expected to come to class prepared to participate and reflect on the material. The exams, written assignments and case discussions will be used to evaluate knowledge of the course materials.

    3.5   Tentative texts and course materials: *Sustainability Marketing* Belz & Peattie (2012). As well as current cases.

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

5. **Budget implications:**

     5.1   Proposed method of staffing: Current Staffing

     5.2   Special equipment needed: none

     5.3   Expendable materials needed: none

     5.4   Laboratory materials needed: none

6.   Proposed term for implementation: 201430 (Fall 2014)

7.   Dates of prior committee approvals:

GFCB Graduate Committee: 3.14.2014_____

Graduate Council: _____ April 10, 2014_____

University Senate: _____

Attachment: Library Resources Form, Course Inventory Form

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

Contact Person: Michael Collyer, michael.collyer@wku.edu, 745-8765

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: BIOL 583
   1.2   Course title: Advanced Biostatistics
   1.3   Abbreviated course title: Advanced Biostats
   1.4   Credit hours and contact hours: 3/3
   1.5   Schedule type: L (Lecture)
   1.6   Prerequisites: BIOL 582; Graduate standing or permission of instructor
   1.7   Course description: Advanced analysis of biological data, including multivariate methods, model selection, and Monte Carlo methods.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Biological research requires data analysis for testing hypotheses, comparing multiple models, or predictive modeling. Introductory statistics courses provide students with foundational knowledge of hypothesis testing and common hypothesis tests. This course will build upon this knowledge and introduce methods for generating probability distributions, especially for analyses of multiple variables, methods for comparing multiple models, ordination methods for visualizing multidimensional data spaces, and methods for measuring matrix associations. This course will be essential for many students with thesis research projects, as data collected in biological research are often complex and the methods learned in introductory courses are often inadequate or limited for making proper inferences. Additionally, this course will also largely replace the 4-hour BIOL 483G, "Multivariate Methods in Biology", course, which presented problems for graduate students in terms of scheduling. (Because students are relegated to 12 hours of 400 G-level courses, a 4-hour course causes some inflexibility with developing a plan of study.) BIOL 483 has been suspended because it lacks appeal to undergraduate students; BIOL 483G is also proposed for suspension, in lieu of creating BIOL 583.
   2.2   Projected enrollment in the proposed course: 10-20. Based on enrollment in BIOL 582, "Biometry," during Fall 2011, Fall 2012, and Summer 2013 semesters, an expected enrollment of 10 graduate students from Biology would be reasonable, if students sought another data analysis course after BIOL 582. Enrollment in BIOL 483G in the Fall 2013 semester also indicates this is a reasonable expectation. However, because there are no other courses at WKU offering multivariate analysis, this course might attract students from other disciplines.
   2.3   Relationship of the proposed course to courses now offered by the department: This course would be a natural sequitur to BIOL 582 and largely replace BIOL 483G. The previous BIOL 483G course did not have BIOL 582 (or equivalent) as a prerequisite, and required covering topics that were largely redundant with BIOL 582. Creation of BIOL 583 will reduce redundancy and allow a broader range of topics to be covered.
   2.4   Relationship of the proposed course to courses offered in other departments: No other courses at WKU cover similar topics. However, STAT 401, "Regression Analysis," and STAT 402, "Experimental Design," are undergraduate courses that could serve as appropriate prerequisite replacement for BIOL 582. BIOL 583 should be able to contribute to the Applied Statistics Minor at WKU, as an elective, after completion of STAT 401 and STAT 402 as required courses.
   2.5   Relationship of the proposed course to courses offered in other institutions: Every Benchmark institution (18 total) offers at least one graduate level course that includes multivariate analysis of data (comparable to the proposed BIOL 583). WKU appears to be the only institution to currently offer a multivariate analysis course at an undergraduate level.

3. Discussion of proposed course:

    3.1   Course objectives: The purpose of this course is provide students who have some experience in statistical analysis a more in-depth opportunity to become proficient in the analysis of biological data, especially involving multiple biological variables, multiple model inference, and Monte Carlo methods to generate probability distributions. This course focuses on problem solving with biological data and using computer programs to simulate random processes.

    3.2   Content outline:

<u>Lecture (3 contact hours)</u>
- Why multiple, related variables are often measured in Biology
- Linear (matrix) algebra
- Linear models
- Generalizing linear models for multivariate data
- Model comparisons
- Resampling experiments (Monte Carlo methods)
- Eigen-analyses
- Visualizing multi-dimensional data spaces
- Principal components analysis
- Multidimensional scaling
- Correspondence analysis
- Matrix Association methods
- Canonical analyses
- Model Selection and synthesis of methods

    3.3   Student expectations and requirements: Student performance will be based on data analysis reports, presentations, and exams.

    3.4   Tentative texts and course materials: A stand-alone textbook will not be used. The following textbook will be recommended and referenced: Legendre, P., & Legendre, L. (2012). *Numerical ecology* (Vol. 20). Elsevier.

4. Resources:

    4.1   Library resources:
- Legendre, P., & Legendre, L. (2012). *Numerical ecology* (Vol. 20). Elsevier.
- Manly, B. F. (2004). *Multivariate statistical methods: a primer*. CRC Press.
- Rencher, A. C., & Christensen, W. F. (2012). *Methods of multivariate analysis* (Vol. 709). John Wiley & Sons.
- Rencher, A. C., & Schaalje, G. B. (2008). *Linear models in statistics*. John Wiley & Sons.
- Manly, B. F. (2006). *Randomization, bootstrap and Monte Carlo methods in biology* (Vol. 70). CRC Press.

    4.2   Computer resources: A classroom with computer stations, with up-to-date R software installed.

5. Budget implications:

    5.1   Proposed method of staffing: Additional staff is not required. Note, that Dr. Collyer previously taught BIOL 483/483G. This course would replace the previous course in his teaching rotation.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

03/21/2014

Department of Biology:

<div style="text-align:right">03/28/2014</div>

<div style="text-align:right">April 10, 2014</div>

Ogden College Graduate Curriculum Committee:

Graduate Curriculum Committee:

University Senate:

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Ellen W. Bonaguro, Ellen.bonaguro@wku.edu, 745-6206

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: COMM 553
    1.2   Course title: Health Communication Campaigns
    1.3   Abbreviated course title: Health Comm Campaigns
    1.4   Credit hours and contact hours: 3
    1.5   Grade Type: standard letter grade
    1.6   Prerequisites/corequisites: NA
    1.7   Course catalog listing: Examines and analyzes the critical role communication plays in planning, implementation, and evaluation of health communication campaigns.

2   **Rationale:**
    2.1   Reason for developing the proposed course: The Department of Communication needs to offer this course for graduate students because there are no other courses that focus on the role communication plays in the development, implementation, and evaluation of health campaigns. In addition, the course is needed to help the larger group of public health professionals who, as part of their job responsibilities, develop health communication campaigns but without having had the education or training in health communication. Another audience includes communication professionals who are responsible for directing or assisting in health campaigns with little to no knowledge of health communication. Campaign development is an interdisciplinary effort that crosses multiple disciplines including communication, public health, public relations, and social marketing. Each discipline brings theories and practices that enhance our understanding of campaigns. The field of health communication brings these areas together in studying how people, messages, channels, and contexts influence health behavior.

    Communication shapes our ideas about health and health behaviors. Campaigns targeted at health behaviors are central to health behavior, and to the way the public views health. This course focuses on the extensive scholarship on health communication campaigns. The information gained from this course will help students evaluate the success or failure of a campaign as they consider target audiences, cultures, current health behaviors, communication messages and theory, as well as the effects of health literacy and health disparities. Healthy People 2020 (U.S. Department of Health and Human Services, Office of Disease Prevention) list an objective that calls for health communication to be used in health promotion and disease prevention. In addition, the Affordable Health Care Act calls for new educational campaigns that raise public awareness on health improvement across all ages. These campaigns will address proper nutrition, regular exercise, smoking cessation, and the five leading causes of death in the United States. These efforts require competence in health communication campaign development with focus on the importance of message design.

    This type of course can be found in communication programs that have an emphasis in health communication areas of study. This course will be a required course for the proposed online Communicating in Healthcare Certificate. This certificate is targeted at individuals interested in researching the role communication plays in providing health care and in health promotion.

    2.2   Projected enrollment in the proposed course: This course will be an elective in the M.A. in Organizational Communication (Human Communication Electives category) and the Communicating in Organizations Certificate (Strategies for Communicating category). Additionally, it is a required course in the new Communicating in Healthcare Certificate. This course will likely be offered annually, so given current program enrollment of approximately 25 students and expected growth, the course will likely serve 15-20 students each time offered.

2.3   Relationship of the proposed course to courses now offered by the department:
This course directly complements COMM 523: Health Communication which broadly focuses on the role of communication in healthcare. Additionally, COMM 578: Interpersonal Communication, COMM 528 Communication in the Nonprofit Sector, and COMM 544 Persuasion are nice compliments as they focus on relationships, organizational contexts, and message creation all of which are important elements of developing health communication campaigns.

2.4   Relationship of the proposed course to courses offered in other departments: Conversations with the Department of Public Health faculty and the department head have supported the development of this course. Their graduates have an interest in this topic. Currently they offer a graduate course (PH 576) that focuses on community health planning which addresses many aspects of programming including the need for health communication campaigns. The study of health communication has a close relationship with social marketing and public relations. Each discipline brings a unique contribution and focus to understanding aspects of the health industry. A marketing course (BA 517) at the graduate level focuses on marketing activities and principles, but does not specifically address health behavior. A health care administration course (HCA 541) focuses on marketing health services. COMM 553 focuses entirely on the development and evaluation of campaigns using communication theories and communication scholarship. We stress the creation and dissemination of messages to improve health behavior.

2.5   Relationship of the proposed course to courses offered in other institutions: Since the 1970s graduate courses in Health Communication such as Health Communication Campaigns have been on the rise. James Madison University offers SCOM 670: Health Campaign Advocacy and Social Influence: Campaign Development and Delivery, George Mason University offers COMM 820: Health Communication Campaigns, and the University of Utah offers COMM 5117: Health Campaigns and Media. Within the state, the University of Kentucky offers CJT 775: Seminar in Health Communication Campaigns, but this course is at the doctoral level and in face-to-face format only.

3   **Discussion of proposed course:**

3.1   Schedule type: L

3.2   Learning Outcomes: Students will be able to:
- Explain the history and origins of health communication campaigns.
- Reflect on personal beliefs about the role campaigns plays in health behavior and health care delivery.
- Apply communication and health theories to help explain factors that affect the creation and delivery of health communication campaigns.
- Evaluate and analyze health communication campaigns.
- Explain the effect of new technologies on campaigns.
- Examine how culture and other variables affect message design and campaign effectiveness.
- Demonstrate competency in analyzing and interpreting health communication campaign research.
- Research, analyze, and write about a specific health communication campaign.
- Demonstrate competent written and analytical communication skills necessary for effective performance in this course.

3.3   Content Outline:
- The History and Study of Public Communication Campaigns
- Overview of Health Communication Campaigns
- Theories used in Creating Health Communication Campaigns
- Campaign Design, Audience Analysis, and Formative Evaluation
- Summative Evaluation of Health Communication Campaigns
- Community Partnerships
- Multimedia and Online Health Communication Campaigns
- Edutainment and Media Advocacy Campaigns
- Campaigns and Cultures: Narrowing Health Disparities

3.4   Student expectations and requirements:

Students will complete summary papers, participate in discussion boards, critically analyze a health communication campaign, design a health communication campaign, and complete a final exam.

3.5   Tentative texts and course materials:

Textbook:
Rice, R.E., & Atkin, C.K. (2013). *Public communication campaigns (4th Ed).* Sage: Thousand Oaks, CA.

Course Pack of Readings:

Bosshart, L., & Hellmüller, L. (2009). Persuasive entertainment, ubiquitous entertainment. *Communication Research Trends, 28*, 3-19.

Cappella, J. (2006). Integrating message effects and behavior change theories: Organizing comments and unanswered questions. *Journal of Communication, 56*(1), 265-279.

Cho, H., & Salmon, C., (2007). Unintended effects of health communication campaigns. *Journal of Communication, 57*, 295-317.

Cole-Lewis, H., & Kershaw, T. (2010). Text messaging as a tool for behavior change in disease prevention and management. *Epidemiologic Review, 32*(1), 56-69.

Comstock, G. (2005). Commentary: The first Framingham study-a pioneer community-based participatory research. *International Journal of Epidemiology, 34* (6) 1188-1190.

Cummins, C.O., Prochaska, J.O., Driskell, M.M., Evers, K.E., Wright, J.A., Prochaska, J.M., & Velicer, W.F. (2003). Development of review criteria to evaluate health behavior change websites. *Journal of Health Psychology, 8*(1), 55-62.

Dutta, J., & de Souza, R. (2008). The past, present, and future of health development campaigns: Reflexivity and the critical-cultural approach. *Health Communication*, *23* (4), 326-339.

Evers, K.E., Prochaska, J.M., Prochaska, J.O., Driskell M-M., Cummins, C.O., & Velicer, W.F. (2003). Strengths and weaknesses of health behavior change programs on the Internet. *Journal of Health Psychology, 8*(1), 63-70.

Green, E., & Witte, K. (2006). Can fear arousal in .public health campaigns contribute to the decline of HIV prevalence? *Journal of Health Communication, 11*(3), 245-259.

Guttman, N. (2008). The paradox of realism and "authenticity" in entertainment-education: A study of adolescents' views about anti-drug abuse dramas. *Health Communication, 23*, 128-141.

Fishbein, M., & Cappella, J. (2006). The role of theory in developing effective health communications. *Journal of Communication, 56,* 1-17.

Frank, L., Chatterjee, J., Chaudhuri, S., Lapsansky, C., Bhanot, A., & Murphy, S. (2012). Conversation and compliance: Role of interpersonal discussion and social norms in public communication campaigns. *Journal of Health*

Communication, 17 (9), 1050-1067.

Grier, S., & Kumanyika, S. (2010). Targeted marketing and public health. *Annual Review of Public Health, 31,* 349-369.

Hersey, J., Niederdeppe, J., Evans, W., Nonnemaker , J., Holden, D., Blahut, S., Messeri, P., & Haviland , M. (2005).. The theory of *'Truth':* How counterindustry media campaigns affect smoking behavior among teens. *Health Psychology, 4* (1), 22–31.

Kelley, R., Hannans, A., Kreps, G., & Johnson, K. (2012). The community liaison program: A health education pilot program to increase minority awareness of HIV and acceptance of HIV vaccine trials. *Health Education Research, 27*(4), 746-754.

Krueter, M. & McClure, S. (2004). The role of culture in health communication. *Annual Review Public Health, 25*, 439-455.

Lefebvre, C. (2008). Integrating cell phones and mobile technologies into public health practice: A social marketing perspective. *Health Promotion Practice, 10*(4), 490-494.

Mackert, M., Whitten, P., & Garcia, A. (2008). Interventions for low health literate audiences. *Journal of Computer-Mediated Communication, 13* (2), 504-515.

Moyer-Guse, E. (2008). Toward a theory of entertainment persuasion: Explaining the persuasive effect of entertainment-education message. *Communication Theory, 18*, 407-425.

Myhre, S., & Flora, J. (2000). HIV/AIDS communication campaigns, progress and prospects. *Journal of Health Communication, 5*, 29-45.

Noar, S. (2006). A year retrospective of research in health mass media campaigns: Where do we go from here? *Journal of Health Communication, 11*, 21-42.

Noar , S., Webb, E., Van Stee, S., Redding, C., Feist-Price, S., Crosby, R., & Troutman, A. (2011). Using computer technology for HIV prevention among African-Americans: development of a tailored information program for safer sex (TIPSS). *Health Education Research, 26* (3) 393-406.

Pavlik, J. V., Finnegan, J. R., Jr., Strickland, D., Salman, C. T., Viswanath, K., & Wackman, D. B. (1993). Increasing public understanding of heart disease: An analysis of data from the Minnesota Heart Health Program. *Health Communication, 5*, 1-20.

Petty, R., Brinol, P., & Priester, J. (2009). Mass media attitude change: Implications of the Elaboration Likelihood Model. In J. Bryant and M. Oliver (Eds.). *Media effects: Advances in theory and research* (3rd ed., pp.125-164). New York: Routledge.

Puhl, R., Luedicke, J., & Peterson, J. (2013). Public reaction to obesity-related health campaigns: A randomized controlled trial. *American Journal of Preventive Medicine, 45*(1), 36-48.

Rimer, B. & Kreuter, M. (2006). Advancing tailored health communication: A
persuasion and message effect perspective. *Journal of Communication, 56*,
184-201.

Stephens, K., Rimal, R. & Flora, J. (2004). Expanding the reach of health
campaigns: Community organizations as meta-channels for the
dissemination of health information. *Journal of Health Communication, 9,*
97-111.

Thomas, S., Fine, M., & Ibrahim, S. (2004). Health disparities: The importance of
culture and health communication. *American Journal of Public Health,
94*(12), 2050.

4   Resources:
    4.1   Library resources: Existing resources
    4.2   Computer resources: Existing resources

5. Budget implications:
    5.1   Proposed method of staffing: Current staffing is adequate. However, if the program grows as we
        hope, the department might need to request additional faculty lines.
    5.2   Special equipment needed: None.
    5.3   Expendable materials needed: None.
    5.4   Laboratory materials needed: None.

6. Proposed term for implementation: Spring 2015

7. Dates of prior committee approvals:

Communication Department: 2/12/2014

PCAL Curriculum Committee   **March 6, 2014**

Graduate Council   April 10, 2014_____

University Senate   _____

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

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

Contact Person: Jieyoung Kong, jieyoung.kong@wku.edu, 745-6578

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: COMM 590
    1.2   Course title: Intercultural Communication
    1.3   Abbreviated course title: Intercultural Communication
    1.4   Credit hours and contact hours: 3
    1.5   Grade type: standard letter grade
    1.6   Prerequisites/corequisites: None
    1.7   Course description: A survey of intercultural communication theories, approaches, methods and current issues.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The Communication discipline has specific cornerstones representing major areas of study within the field. These areas include Organizational Communication, Interpersonal Communication, Rhetoric and Public Speaking, and Intercultural Communication.   COMM 590: Intercultural Communication is being developed in order to provide students in our Masters and Certificate programs a strong foundation in intercultural communication theories. While the department has other courses that address culture in organizational contexts, we do not have a course dedicated to the history of intercultural communication and the relevant theories which can be applied across contexts.   This course not only fills the gap in our curriculum, but also directly connects to the university's mission to prepare students to become citizen-leaders in this global society. Students must understand the centrality of culture in our everyday interactions and the degree to which these differences influence communicative outcomes at the local, national, and international level.
    2.2   Projected enrollment in the proposed course: This course will be an elective in the M.A. in Organizational Communication (Human Communication Electives category), the Communicating in Organizations Certificate (Strategies for Communicating category), and the Communicating in Healthcare Certificate (Restricted Elective category). This course will likely be offered biennially, so given current program enrollment of approximately 25 students and expected growth, the course will likely serve 15-20 students each time offered.
    2.3   Relationship of the proposed course to courses now offered by the department: This course will provide a broader social and cultural context of human communication where other specialized courses in the program apply. The department currently offers COMM 531: Global Leadership Communication, COMM 561: Multinational Organizational Communication, COMM 587: Communication in Intercultural Negotiation & Mediation which examine social and cultural factors within the context of organizational communication. This new course will enlarge the scope to focus on social and cultural dimensions in international and intercultural communication today.
    2.4   Relationship of the proposed course to courses offered in other departments:
            Currently, there is no duplication in masters level courses at WKU. The proposed course shares some similarity with the following graduate courses, such as FLK 580 which focuses on culture-specific forms of folklore in a conversational stream, SWRK 501 which develops culturally competent standards of practice and interventions in the context of social work, and CNS 555 which is geared toward understanding multicultural education and counseling in various human service settings. Each discipline brings a unique contribution and focus to understanding the role of culture in various social interactions and intervention programs. The proposed COMM 590 focuses uniquely on examining communication skills, processes, outcomes and ethics for those asymmetrical contacts and relations across cultural differences in today's globalizing world. It

scales from the individual to the nation-state, traverses across a variety of contexts from the personal to the professional, and examines communication theories and technologies to understand meaning-making interactions in our contemporary world.

2.5 Relationship of the proposed course to courses offered in other institutions: International and Intercultural Communication is prevalent within the discipline and are offered at institutions such as: University of Kentucky (CJT 719: Seminar in International/Intercultural Communication), Northern Kentucky University (COM 575: Intercultural Communication), University of Louisville (COM 630 Communication and Multiculturalism), Northern Illinois (COM 575: Intercultural Communication), the University of New Mexico (COMM 514: Seminar in Intercultural Communication), and many others.

3. **Discussion of proposed course:**
   3.1 Schedule Type: L
   3.2 Learning Outcomes: Students will:
   - Become familiar with approaches, theories and research in the study of intercultural communication.
   - Understand how culture and cultural difference manifest in various communication contexts.
   - Understand communication, culture and their interrelationship from multiple perspectives.
   - Increase sensitivity to communicating with people from different socio-cultural backgrounds.
   - Learn how to analyze research for its strengths and weaknesses.
   - Recognize and analyze ethical issues in international and intercultural communication.
   3.3 Content outline:
   - The History of the Study of Intercultural Communication
   - Language, Culture and Communication
   - Intercultural Transitions and Transformations
   - Intercultural Communication Competence
   - New Media in Intercultural Communication
   - Race, Gender and Identity in Intercultural Communication
   - Globalization and Transnationalism
   - Intercultural Communication in Contexts
   - Theories and Perspectives in Intercultural Communication
   - Research Methods in Intercultural Communication
   - Ethics in Intercultural Communication
   3.4 Student expectations and requirements: In addition to the readings, course work for students may include analyzing outside articles, leading discussion, writing weekly analysis/response papers of the readings, write a literature review, and a comprehensive exam or a final paper.
   3.5 Tentative texts and course materials:

   Asante, M. K., Miike, Y., & Yin. J. (Eds.) (2014). *The global intercultural communication reader*. New York: Routledge.

   Gudykunst, W. B. (Ed.) (2005). *Theorizing about intercultural communication.* Thousand Oaks, CA: Sage.

   Jackson, J. (Ed.) (2012). *The Routledge handbook of language and intercultural communication*. New York: Routledge.

   Potential Course Pack of Readings:

   Bennett, M. J., & Bennett, J. M. (2004). Developing intercultural sensitivity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (pp. 147-165). Thousand Oaks, CA: Sage.

   Bhawuk, D. P. S. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations, 32*(4), 328-336.

Broome, B. J., & Collier, M. J. (2012). Culture, communication and peacebuilding: A reflexive multi-dimensional contextual framework. *Journal of International and Intercultural Communication, 5*(4), 245-269.

Casmir, F. L. (1999). Foundations for the study of intercultural communication based on a third-culture building model. *International Journal of Intercultural Relations, 23*(1), 91-116.

Croucher, S. M. (2011). Social networking and cultural adaptation: A theoretical model. *Journal of International and Intercultural Communication, 4*(4), 259-264.

Dahl, Ø. (1995). When the future comes from behind: Malagasy and other time concepts and some consequences for communication. *International Journal of Intercultural Relations, 19*, 197-209.

Dutta, M. J. (2007). Communicating about culture and health: Theorizing culture-centered and cultural sensitivity approaches. *Communication Theory, 17,* 304-328.

Dutta, M.J. & Dutta, U. (2013). Voices of the poor from the margins of Bengal : Structural inequities and Health. *Qualitative Health Research, 23*(1), 14-25.

El-Feki, S. (2013). *Sex and the citadel: Intimate life in a changing Arab world*. New York: Random House.

Elias, N. & Lemish, D. (2009). Spinning the web of identity: The roles of the internet in the lives of immigrant adolescents. *New Media and Society, 11*(4), 533-551.

Evanoff, R. J. (2004). Universalist, relativist and constructivist approaches to intercultural ethics. *International Journal of Intercultural Relations, 28*, 439-458.

Flores, L. A., Ashcraft, L. & Marafiote, T. (2010). We got game: Race, masculinity and civilization in sports. In T. K. Nakayama & R. T. Halualani (Eds.), *The Handbook of Critical Intercultural Communication* (pp.417-445). Malden, MA: Wiley-Blackwell.

Ganesh, S. & Stohl, C. (2010). Qualifying engagement: A study of information and communication technology and the global social justice movement in Aotearoa New Zealand. *Communication Monographs, 77*(1), 51-74.

Graeber, D. (2011). *Debt: The first 5,000 years*. New York: Melville House.

Hedge, R. (2006). Globalizing gender studies in communication. In B. H. Dow & J. T. Wood (Eds.), *The SAGE Handbook of Gender and Communication* (pp.433-451). Thousand Oaks, CA: Sage.

Kim, M.-S. (2007). The four cultures of cultural research. *Communication Monographs, 74*(2), 279-285.

Lempert, M. (2012). Indirectness. In C. B. Paulston, S. F. Kiesling & E. S. Rangel (Eds.), *The Handbook of Intercultural Discourse and Communication* (pp. 181-204). Hoboken, NJ: Wiley-Blackwell.

Martin, J. N., & Davis, O. I. (2001). Conceptual foundations for teaching about whiteness in intercultural communication courses. *Communication Education, 50*(4), 298-313.

Nakane, I. (2012). Silence. In C. B. Paulston, S. F. Kiesling & E. S. Rangel (Eds.), *The Handbook of Intercultural Discourse and Communication* (pp. 158-179). Hoboken, NJ: Wiley-Blackwell.

Rogers, R. A. (2006). From cultural exchange to transculturation: A review and reconceptualization of cultural appropriation. *Communication Theory, 16*, 474-503.

Shome, R. (2003). Space matters: The power and practice of space. *Communication Theory, 13*(1), 39-56.

Shome, R. & Hegde, R. S. (2002). Postcolonial approaches to communication: Charting the terrain, engaging the intersections. *Communication Theory, 12*(3), 249-270.

Smith Pfister, D., & Soliz, J. (2011). (Re)conceptualizing intercultural communication in a networked society. *Journal of International & Intercultural communication, 4*(4), 246-251.

Tsuda, Y. (2010). Speaking against the hegemony of English: Problems, ideologies, and solutions. In T. K. Nakayama & R. T. Halualani (Eds.), *The Handbook of Critical Intercultural Communication* (pp.248-269). Malden, MA: Wiley-Blackwell.

Ward, C. (2004). Psychological theories of culture contact and their implications for intercultural training and interventions. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of Intercultural Training* (pp. 185-216). Thousand Oaks, CA: Sage.

4. **Resources:**
   4.1   Library resources: Adequate
   4.2   Computer resources: Adequate

5. **Budget implications:**
   5.1   Proposed method of staffing: Current staffing is adequate. However, if the program grows as we hope, the department might need to request additional faculty lines.
   5.2   Special equipment needed: None.
   5.3   Expendable materials needed: None.
   5.4   Laboratory materials needed: None.

6. **Proposed term for implementation: Fall 2014**

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

   Communication Department: 2/13/2014

   PCAL Curriculum Committee   **March 6, 2014**

   Graduate Council   ___ April 10, 2014_____

   University Senate   _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Dr. Jill Sauerheber, jillduba.sauerheber@wku.edu, 270 745-4953

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:**
    - For the concentration in Marriage, Couple, and Family Counseling
        o Delete CNS 580 Family Life Studies as a required course
        o Add CNS 606 Advanced Family and Couples Counseling as a required course
        o Delete CNS 584 Counseling Violent & Dysfunctional Families as a required course
        o Add CNS 592 Crisis Counseling as a required course
    - For the concentration in Clinical Mental Health Counseling
        o Add CNS 569 as an alternative course requirement for CNS 568 Counseling Children and Adolescents

3. **Detailed program description:**

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

Application for admission requires three steps:

1. Submit required materials to the Graduate School:

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

(b) Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.

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

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

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

application includes the following materials:

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

i. Discuss what it would mean to you to become a counselor.

ii. Describe your personal characteristics that prepare you to become an effective counseling professional.

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

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

v. Briefly discuss how you deal with stressful events.

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

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

(b) A completed admission form.

i. Signature Required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.

ii. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

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

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

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

iii. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.
(d) An unofficial copy of your transcripts and GRE or Miller Analogy scores.
(e) A current vita.
(f) Mail your complete application portfolio to:
Department of Counseling and Student Affairs Clinical Mental Health Counseling
and Marriage, Couple, and Family Counseling
Concentrations Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd. #51031 Bowling Green, KY 42101

The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.
3. If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:
(a) Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
(b) Discussion of academic and professional goals.
(c) Expectations of faculty.
(d) Demonstration of interpersonal skills and insight into personal motivations.
(e) Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose

credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements
Counseling Core Requirements (48 hours)
CNS 552 Testing & Assess in Counseling
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human & Family Development
CNS 558 Theories of Counseling
CNS 559 Techniques of Counseling
CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling
CNS 567 Mental Health Diagnosis & Treatment
CNS 583 Couples Counseling
CNS 588 Family Systems Counseling
CNS 637 Theories of Addictions
CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum*
CNS 596 Clinical Mental Health/Marriage, Couple, and Family Counseling Internship (6 hours)*^
CNS 598 Research and Program Evaluation in Counseling
^Internship must be taken over a period of two semesters.
*To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

Concentration I - Clinical Mental Health Counseling (CMHC) Requirements: 12 hours
CNS 568 Counseling Children and Adolescents

CNS 587 Professional Mental Health Counseling Practice
CNS 592 Crisis Counseling
Clinical Mental Health Counseling Elective: 3 hours. (Elective selected in consultation with advisor.)

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credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements
Counseling Core Requirements (48 hours)
CNS 552 Testing & Assess in Counseling
CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity
CNS 556 Developmental Career Counseling
CNS 557 Human & Family Development
CNS 558 Theories of Counseling
CNS 559 Techniques of Counseling
CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling
CNS 567 Mental Health Diagnosis & Treatment
CNS 583 Couples Counseling
CNS 588 Family Systems Counseling
CNS 637 Theories of Addictions
CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum*
CNS 596 Clinical Mental Health/Marriage, Couple, and Family Counseling Internship (6 hours)*^
CNS 598 Research and Program Evaluation in Counseling
^Internship must be taken over a period of two semesters.
*To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval.

Concentration I - Clinical Mental Health Counseling (CMHC) Requirements: 12 hours
CNS 568 Counseling Children and Adolescents **OR CNS 569 Play Therapy**
CNS 587 Professional Mental Health Counseling Practice
CNS 592 Crisis Counseling
Clinical Mental Health Counseling Elective: 3 hours. (Elective selected in consultation with advisor.)

Concentration II - Marriage, Couple, and Family Counseling (MHMF): 12 hours ~~CNS 580 Family Life Studies~~ CNS 582 Sex Therapy Techniques in Counseling ~~CNS 584 Counseling Violent & Dysfunctional Families~~ CNS 586 Parenting Issues Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.	Concentration II - Marriage, Couple, and Family Counseling (MHMF): 12 hours CNS 582 Sex Therapy Techniques in Counseling CNS 586 Parenting Issues **CNS 592 Crisis Counseling** **CNS 606 Family Counseling Techniques** 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 estab- lished by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.

4. **Rationale for the proposed program change:**
   - For the concentration in Marriage, Couple, and Family Counseling
     o Delete CNS 580 Family Life Studies as a required course
       ▪ Current course includes content unnecessary for accreditation purposes.
       ▪ Relevant course content is presented better in other courses that provide a context for the understanding and application of content now included in CNS 580.
       ▪ Deletion of CNS 584 avoids redundant coverage of essential content.
     o Delete CNS 584 Counseling Violent & Dysfunctional Families as a required course
       ▪ Current course includes content unnecessary for accreditation purposes.
       ▪ Relevant course content is presented better in other courses that provide a context for the understanding and application of content now included in CNS 584.
       ▪ Deletion of CNS 584 avoids redundant coverage of essential content.
     o Add CNS 606 Family Counseling Techniques as a required course
       ▪ CNS 606 Family Counseling Techniques course provides students a course that specifically focusing on family counseling skills and procedures.
       ▪ CNS 606 provides students with the benefit of an intensive skills development experience.
     o Add CNS 592 Crisis Counseling as a required course
       ▪ CNS 592 Crisis Counseling course content provides a better context for conceptualizing family crises.
       ▪ CNS 592 covers content that permits the deletion of CNS 584 Violent and Dysfunctional Families.
   - For the concentration in Clinical Mental Health Counseling
     o Add CNS 569 as an alternative course requirement for CNS 568 Counseling Children and Adolescents
       ▪ CNS 569 Play Therapy provides students interested in working with children specialized training.

- CNS 569 is partial fulfillment of requirements leading to post graduate certification as a Registered Play Therapist.
- CNS 568 Counseling Children and Adolescents is retained for students in other program areas and for Clinical Mental Health Counseling students who want more generalized training and have no specific interest in developing competencies for working with children.

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

Fall 2014

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs	**_2/12/2014_**
CEBS Curriculum Committee	**_3/6/2014_**
Graduate Council	April 10, 2014
University Senate	

College of Education
School of Teacher Education
Proposal to Revise A Program (Action Item)

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

1. **Identification of program:**
    1.1   Current program reference number: #0432
    1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders
    1.3   Credit hours: 33-39 hours

2. **Identification of the proposed program changes:** Revision of TCHL core courses:
    Revision of TCHL core courses:
    - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
      TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
      TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
    - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
    - Add new course TCHL 559 Action Research Design (1 hour)
    Revision of Specialization Component Requirement:
    - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)

3. **Detailed program description:**

Current Program	Proposed Program **(proposed revisions are highlighted)**
Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432 Admission Requirements Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12). *Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.* Program Requirements This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and	Non-Degree Planned Fifth-Year/Rank II: Secondary Education for Teacher Leaders, Ref. #0432 Admission Requirements Applicants must have or be eligible for a teaching certificate* for Secondary Education (Grades 8-12, 5-12, or P-12). *Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.* Program Requirements This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning

work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.~~

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—~~9~~-16 hours
   TCHL 500 Foundations of Teacher Leadership (3 hours)
   TCHL 530 Curriculum Development (3 hours)
   ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
   ~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~

Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. The program is divided into two instructional components.

The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3

~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—17-23 hours
~~TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)~~
Advisor-approved content-specific course (~~3~~ hours)
Electives: 11-17 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: ~~32~~-39

Program Completion Requirements:
Successfully complete TCHL 560 (Course grade of C or higher).
Give acceptable presentation of action research in an approved venue.
Achieve a minimum 2.5 GPA in course work.

hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

*All students must complete or pass proficiency evaluations for these courses.

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—17-23 hours
Advisor-approved content-specific courses (6 hours)

Electives (11-17 hours)
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; and approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 33-39

Program Completion Requirements:
Successfully complete TCHL 560 (Course grade of C or higher).
Give acceptable presentation of action research in an approved venue.
Achieve a minimum 2.5 GPA in course work.

Current Program					Proposed Program			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content Courses or Content Methods Courses (6 hours)**			
		Advisor-approved Content Specific Course	(3 hours)					

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision

would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course
- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)**

The advisor-approved content-focused course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one advisor-approved content-focused course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course*.)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   December 11, 2013

   College Curriculum Committee   February 4, 2014

   Professional Education Council (if applicable)   February 12, 2014

   Graduate Council   April 10, 2014

   University Senate

College of Education
School of Teacher Education
Proposal to Revise a Program
(Action Item)

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

1. Identification of program:
      1.1   Current program reference number: #0431
      1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders
      1.3   Credit hours: <mark>33</mark>-39 hours

2.   Identification of the proposed program changes: Revision of TCHL core courses:
     Revision of TCHL core courses:
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
  TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
  TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

     Revision of Specialization Component Requirement:
- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)

3. Detailed program description:

Current Program	Proposed Program **(proposed revisions are highlighted**
Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431	Non-Degree Planned Fifth-Year/Rank II: Middle Grades for Teacher Leaders, Ref. #0431

Admission Requirements
Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).
 	
   *Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.
	Admission Requirements
	Applicants must have or be eligible for a teaching certificate* for Middle Grades (Grades 5-9).
	
	   *Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.

Program Requirements This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and	Program Requirements This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and

work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.~~

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
~~TCHL 544 Classroom Instruction: Equitable School~~

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work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate. An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take see Important Note below).

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plans, to develop with their respective program advisors individualized programs of study of 30-37 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

and Community Partnerships (1 hour)
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses.

Additional course work may be required based on the assessment results. *Specialization Component— 17-23 hours*

~~TCHL 520   Principles of Action Research for Teacher Leaders (3 hours)~~
Advisor-approved education course (3 hours)
Advisor-approved content-specific course (~~3~~ hours) Electives: 8-14 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: 32-39

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

==**All students must complete or pass proficiency evaluations for these courses.*==

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses.
Additional course work may be required based on the assessment results.

Specialization Component—17-23 hours

==Advisor-approved content-specific courses (6 hours)==

Advisor-approved education course (3 hours)

Electives (8-14 hours)
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology).

Total Program Hours: ==33-==39

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content-focused Course (3 hours)**			

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
  TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and

TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)**

The advisor-approved content-focused course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one advisor-approved content-focused course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   December 11, 2013

   College Curriculum Committee   February 4, 2014

   Professional Education Council (if applicable)   February 12, 2014

   Graduate Council   April 10, 2014

   University Senate

College of Education
School of Teacher Education
Proposal to Revise a Program
(Action Item)

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

1. Identification of program:
   1.1   Current program reference number: #0430
   1.2   Current program title: Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher
            Leaders
   1.3   Credit hours: <mark>33-</mark>39 hours

2.   Identification of the proposed program changes:
   Revision of TCHL Core Courses:
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
     TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
     TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced
     with TCHL 545 Classroom Instructional Strategies (3 hours)
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554
     Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III:
     Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and
     Classroom Assessment (3 hours)
   - Add new course TCHL 559 Action Research Design (1 hour)
   Revision of Specialization Component Requirement
   - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an
     Advisor-approved Elementary Education Content Course (3 hours)

3. Detailed program description:

Current Program	**Proposed Program** **(proposed revisions are highlighted)**
Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430 Admission Requirement: Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.	Non-Degree Planned Fifth-Year/Rank II: Elementary Education for Teacher Leaders, Ref. #0430 Admission Requirement: Applicants to the Non-Degree Planned Fifth-Year/Rank II Elementary Education program must have or be eligible for a teaching certificate for elementary education. Applicants whose certificates have expired may be admitted, but they may enroll for only six hours before they must apply to the EPSB for re-issued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses.
~~Degree~~ Requirements— 32 hours This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices	<mark>Program</mark> Requirements This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices

they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.~~

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Component— ~~9~~-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing

they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

All students must complete or pass proficiency evaluations for these courses.

Mid-Point Assessment Requirements

(1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—16-23 hours
~~TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)~~
Advisor-approved content-specific course (3 hours)
Electives: 10-17 hours
Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

Program Completion Requirements
Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.

Total Program Hours: ~~32~~-39

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—16-23 hours
    Advisor-approved Elementary Education content course (3 hours)

    Advisor-approved content-specific course (3 hours)

    Electives (10-17 hours)
    Advisor-approved courses selected from discipline in which student is certified or related courses relevant to the student's professional needs and goals (e.g., TCHL 520 Principles of Action Research for Teacher Leaders, 3 hours). In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs.

Program Completion Requirements
Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.

Total Program Hours: 33-39

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	TCHL 520 Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor- approved Elementary Education Content Course**			**(3 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the Teacher Leader program in 2011, faculty noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and

TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. *(Note: TCHL 520 is not a TCHL Core Course.)*

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   12-11-13

   College Curriculum Committee 2-4-14

   Professional Education Council 2-12-14

   Graduate Council   April 10, 2014

   University Senate

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

1. Identification of program:
- 1.1 Current program reference number: #0433
- 1.2 Current program title: Master of Arts in Education: Elementary Education for Teacher Leaders
- 1.3 Credit hours: 30-<mark>37 hours</mark>

2. Identification of the proposed program changes:
Revision of TCHL core courses:
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)

Revision of Specialization Component Requirement:
- TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)

3. Detailed program description:

Current Program	Proposed Program (proposed revisions are noted in bold text)
Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433	Master of Arts in Education: Elementary Education for Teacher Leaders, Ref. #0433
Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* •Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). •Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application. •Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE	Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* •Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Elementary (Grades P-5). •Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for elementary education. A copy of the certificate or statement of eligibility must be submitted with the application. •Applicants with undergraduate degrees from all other higher education accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE

Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
•Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

Degree Requirements— ~~30-31~~ hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.
The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.
An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses.~~

Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate for elementary education. A copy of the teaching certificate or statement of eligibility must be submitted with the application.
•Applicants to the MAE program in Elementary Education must hold or be eligible to hold a teaching certificate at the elementary level OR have a valid elementary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

Degree Requirements—30-<mark>37 hours</mark>
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.
The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in a wide gamut of developmental levels and content areas. The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.
An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.
During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).
Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with

Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Component—~~9~~-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing (1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Mid-Point Assessment Requirements
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—15-21 hours
~~TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)~~
Advisor-approved content-specific course (3 hours)
Electives: 9-15 hours
Advisor-approved courses selected from discipline in

their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses. Courses below in boldface are required.

Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

*All students must complete or pass proficiency evaluations for these courses.

Mid-Point Assessment Requirements
To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—15-21 hours
Advisor-approved Elementary Education content course (3 hours)

Advisor-approved content-specific course (3 hours)

Electives (9-15 hours)
Advisor-approved courses selected from discipline in which student is certified or related courses

which student is certified or related courses relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs. Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.	relevant to the student's professional needs and goals. In place of the content electives, students may substitute course work for endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, and Instructional Computer Technology or other approved endorsements) or for meeting prerequisites for Instructional Leader programs. Program Completion Requirements Candidates must successfully complete TCHL 560 – Action Research Capstone for Teacher Leaders (Course Grade of C or higher) and present research results in an approved venue. Candidates must achieve a minimum 3.0 GPA overall and in program course work.

Current Program   **Proposed Program**

Prefix	#	Course Title	Hrs.		Prefix	#	Course Title	Hrs.
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	(7 hours)
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Elementary Education Advisor-approved Content Course (3 hours)**			

4.   **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:
The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.
Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course
- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an Advisor-approved Elementary Education Content Course (3 hours)**

The Advisor-approved Elementary Education Content Course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the current program there are no Elementary Education Content Courses required, therefore, students could graduate and without taking an Elementary Education Content Course. In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one Elementary Education Advisor-approved Content Course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) and TCHL 520 will remain an option in the electives section of the Specialization Component. (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. Proposed term for implementation and special provisions (if applicable):
Fall 2014

6. Dates of prior committee approvals:

School of Teacher Education   12-11-2013

College Curriculum Committee   2-5-2014

Professional Education Council   2-12-14

Graduate Council   April 10, 2014

University Senate

College of Education
School of Teacher Education
Proposal to Revise a Program
(Action Item)

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

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

2. **Identification of the proposed program changes:** Revision of TCHL core courses:
   Revision of TCHL core courses:
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
     TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
     TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
   - Add new course TCHL 559 Action Research Design (1 hour)

   Revision of Specialization Component Requirement:
   - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)

3. **Detailed program description:**

Current Program	Proposed Program **(proposed revisions are highlighted)**
Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434	Master of Arts in Education: Middle Grades Education for Teacher Leaders, Ref. #0434
Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA: • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must achieve a GAP score [(GRE-V + GRE-Q) +	Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA: • Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Middle Grades (Grades 5-9). • Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for middle grades education. A copy of the certificate must be submitted with the application. • Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate)

(GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

- Applicants to the MAE program in Middle Grades must hold or be eligible to hold a teaching certificate at the middle grades level OR have a valid middle grades program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

Degree Requirements

This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders, focusing on a classroom, school, or district issue, is the capstone for the completion of the program.

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in

determining which TCHL core courses they must take (see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 520, 530, and 560 are required for all students, and there are no proficiency evaluations that may be substituted for these courses. Courses below in boldface are required.~~

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—~~9~~-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
~~TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)~~
~~TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)~~
~~TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)~~
~~TCHL 554 Student Assessment II: Standardized Testing (1 hour)~~
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Teacher Leaders (3 hours) *Mid-Point Assessment Requirements*

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the

Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

> *Important Note: While enrolled in TCHL 500, students will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 32 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

All students must complete or pass proficiency evaluations for these courses.

Mid-Point Assessment Requirements

To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Specialization Component—14-21 hours
~~TCHL 520 Principles of Action Research for Teacher Leaders (3 hours)~~
Advisor-approved content-specific course (3 hours)
Electives: 8-15 hours
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Specialization Component—14-21 hours
==Advisor-approved content-focused courses (6 hours)==

Electives (8-15 hours)
With advisor approval, students may select appropriate elective courses from: the discipline in which the student is certified; academic disciplines related to P-12 common core standards; CEBS content courses in exceptional education, interdisciplinary early childhood education, library media education, literacy, or psychology; approved endorsements (e.g., English as a Second Language, Gifted and Talented Education, Environmental Education, Instructional Computer Technology); and courses identified as prerequisites for Instructional Leader programs.

Total Program Hours: 30-37

Program Completion Requirements
- Successfully complete TCHL 560 (Course grade of C or higher).
- Give acceptable presentation of action research in an approved venue.
- Achieve a minimum 3.0 GPA overall and in program course work.

Current Program					Proposed Program			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content-focused Course (6 hours)**			
		Advisor-approved content-specific course	(3 hours)					

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision

would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course

- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement

- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)**

The advisor-approved content-focused course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one advisor-approved content-focused course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

   School of Teacher Education   December 11, 2013

   College Curriculum Committee   February 4, 2014

   Professional Education Council (if applicable)   February 12, 2014

   Graduate Council   April 10, 2014

   University Senate

College of Education
School of Teacher Education
Proposal to Revise a Program
(Action Item)

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

1. **Identification of program:**
   1.1   Current program reference number: #0435 or #035
   1.2   Current program title: Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor #035
   1.3   Credit hours: 30-37 hours

2. **Identification of the proposed program changes:** Revision of TCHL core courses:
   Revision of TCHL core courses:
   - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
     TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
     TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced with TCHL 545 Classroom Instructional Strategies (3 hours)
   - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and Classroom Assessment (3 hours)
   - Add new course TCHL 559 Action Research Design (1 hour)
   Revision of Specialization Component Requirement:
   - TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)

3. **Detailed program description:**

Current Program	Proposed Program (proposed revisions are highlighted)
Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035	Master of Arts in Education: Secondary Education for Teacher Leaders, Ref. #0435 or Secondary Education minor, Ref. #035
Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA:	Admission Requirements Criteria vary, depending on the student's undergraduate institution and GPA:
• Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).	• Applicants who are alumni of WKU teacher preparation programs must submit a current, valid teaching certificate or Statement of Eligibility* for Secondary (Grades 8-12, 5-12, or P-12).
• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.	• Applicants with undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and a valid teaching certificate for secondary education. A copy of the certificate must be submitted with the application.
• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate) must	• Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75(undergraduate and graduate)

achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

- Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

Degree Requirements—30 hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program. During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an

must achieve a GAP score [(GRE-V + GRE-Q) + (GPA x 100)] of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative Reasoning score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score (GRE x undergraduate GPA) of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate. A copy of the teaching certificate or statement of eligibility must be submitted with the application.

- Applicants to the MAE program in Secondary Education must hold or be eligible to hold a teaching certificate at the secondary level OR have a valid secondary program on file with the Office of Teacher Services. (Note: Conversion program must be completed prior to or simultaneously with the MAE.)

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

Degree Requirements—30-37 hours
This program is designed to develop Teacher Leaders who can positively impact student learning in their classrooms and schools. Courses and experiences include Professional Learning Communities in which students interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools.

The program is divided into two instructional components. The first component, Professional Education, provides advanced level pedagogy, leadership, and content related to Kentucky Teacher Standards and applicable to all P-12 teachers working in the wide gamut of developmental levels and content areas.

The second component, Specialization, directs the candidate into an individual program in content, pedagogy, and/or areas of professional growth concurrent with the goals of each candidate.

An Action Research Project for Teacher Leaders focusing on a classroom, school, or district issue is the capstone for the completion of the program.

assessment process that will be used in determining which TCHL core courses they must take (see Important Note below). ~~All students must either complete TCHL 540, 544, 548, 550, 554, and 558 or pass proficiency evaluations for these courses. TCHL 500, 530, and 560 (or discipline-specific action research course) are required for all students, and there are no proficiency evaluations that may be substituted for these courses.~~

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

> *Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—9-16 hours
    TCHL 500 Foundations of Teacher Leadership (3 hours)
    TCHL 530 Curriculum Development (3 hours)
    ~~TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)~~
    ~~TCHL 544 Classroom Instruction: Equitable School~~

During the first course in the program, TCHL 500 Foundations of Teacher Leadership, students will complete an assessment process that will be used in determining which TCHL core courses they must take (see Important Note below).

Students must complete either a major or a minor in secondary education, and they typically complete a major or a minor in their respective certification disciplines. The following majors are permitted: art, biology, chemistry, history, music, and secondary education. This program permits minors in the following areas: agriculture, art, biology, business and marketing education, chemistry, earth and space science, English, family and consumer science, French, German, health, history, technology education, mathematics, physical education, physics, secondary education, and Spanish. The program may also be planned to include a certification endorsement for gifted education, English as a second language, environmental education, instructional computer technology, or other approved endorsements. This program requires 30-37 hours. Courses below in boldface are required.

> *Important Note: While enrolled in TCHL 500, master's candidates will use several documents, including their KTIP assessments or in-kind examples, dispositions self-surveys, referrals from school personnel, and their respective School Improvement Plan, to develop with their respective program advisors individualized programs of study of 30-31 hours related to Kentucky Teacher Standards and professional goals. Each student's program of study will include some or all of the TCHL courses, plus additional education-related or content courses.*

> *Students are expected to enroll in TCHL 500 at the beginning of their program and in TCHL 560 toward the end, and in general, students should complete the professional education core (the TCHL courses except TCHL 560) as early as possible. Students should consult with their advisors regarding the optimal sequence of course work to meet their professional goals.*

Professional Education Core—==10==-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
==*TCHL 545 Classroom Instructional Strategies and Management (3 hours)==
==*TCHL 555 School and Classroom Assessment (3 hours)==

and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the
Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of
Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized
Testing (1 hour)
TCHL 558 Student Assessment III: Classroom
Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher
Leaders (3 hours)

Other Education Courses—3-9 hours
TCHL 520 Principles of Action Research for
Teacher Leaders (3 hours)
Other advisor-approved education electives

Specialization Component—12 hours

3 hours Advisor-approved content-specific course
Electives: 9 hours
With advisor approval, students may select
appropriate elective courses from: the discipline in
which the student is certified; academic disciplines
related to P-12 common core standards; CEBS content
courses in exceptional education, interdisciplinary early
childhood education, library media education, literacy,
or psychology; approved endorsements (e.g., English as
a Second Language, Gifted and Talented Education,
Environmental Education, Instructional Computer
Technology); and courses identified as prerequisites for
Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education minor, Ref.#035

Content Area Specialization Component—18 hours
Contact advisor in major area for program information.

For the minor in Secondary Education students must
complete a total of at least 12 hours in education course
work, including the following:

Professional Education Core—9-16 hours
TCHL 500 Foundations of Teacher Leadership (3
hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional
Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School
and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the
Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of
Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized

TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher
Leaders (3 hours)

**All students must complete or pass proficiency
evaluations for these courses.*

Specialization Component -- 21 hours
Advisor-approved content-focused courses (6
hours)

Electives (15 hours)
With advisor approval, students may select
appropriate elective courses from: the discipline
in which the student is certified; academic
disciplines related to P-12 common core
standards; CEBS content courses in exceptional
education, interdisciplinary early childhood
education, library media education, literacy, or
psychology; approved endorsements (e.g.,
English as a Second Language, Gifted and
Talented Education, Environmental Education,
Instructional Computer Technology); and
courses identified as prerequisites for
Instructional Leader programs.

Total Program Hours: 30-37

Secondary Education minor, Ref.#035

Content Area Specialization Component—18 hours
Contact advisor in major area for program
information.

For the minor in Secondary Education students must
complete a total of at least 12 hours in education
course work, including the following:

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3
hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and
Management (3 hours)
*TCHL 555 School and Classroom Assessment (3
hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher
Leaders (3 hours)

Testing (1 hour)
~~TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)~~
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

Education Electives— 0-3 hours
   Students who successfully complete the proficiency examinations for ~~TCHL 540, TCHL 544, TCHL 548, TCHL 550, TCHL 554, and/or TCHL 558~~ may substitute another education course with advisor approval. ~~TCHL 520 Principles of Action Research for Teacher Leaders is strongly recommended~~.

Total Program Hours: 30-37

Mid-Point Assessment Requirements
   To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Program Completion Requirements
   Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
   Give acceptable presentation of action research in an approved venue.
   Achieve a minimum 3.0 GPA overall and in program course work.

Education Electives—2-8 hours
Students who successfully complete the proficiency examinations for TCHL 545 and TCHL 555 may substitute another education course with advisor approval.

Mid-Point Assessment Requirements
   To ensure master's candidates are proficient on Advanced Level Teacher Standards, it is recommended that a majority of the Critical Performances associated with the above TCHL courses be completed prior to the Specialization Component. Students must achieve an average of 3.0 on all Critical Performances and an average score of 3 on dispositions even though a candidate's program of studies does not include the courses. Additional course work may be required based on the assessment results.

Program Completion Requirements
   Successfully complete TCHL 560 (Course grade of C or higher) or approved discipline specific action research course.
   Give acceptable presentation of action research in an approved venue.
   Achieve a minimum 3.0 GPA overall and in program course work.

Total Program Hours: 18

Current Program					Proposed Program			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II:	(1					

		Standardized Testing	hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**
Current Specialization Component Requirement Listed Below.					*Proposed Specialization Component Requirement Listed Below.*			
TCHL	520	Principles of Action Research for Teacher Leaders	(3 hours)		**Advisor-approved Content-focused Course (6 hours)**			
		Other advisor-approved education electives						

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

TCHL Instructional Strategy Course Sequence
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)

TCHL Assessment Course Sequence
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The rationale for both of the above two bullets follows:

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course. Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

TCHL Proposed New Course
- **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Revision of Specialization Component Requirement
- **TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) will be replaced an advisor-approved content-focused course (3 hours)**

The advisor-approved content-focused course (3 hours) is proposed to replace the current required TCHL 520 Principles of Action Research for Teacher Leaders (3 hours) in the Specialization Component. In the

current program some students are required to take 6 hours of research courses when including TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). In the proposed requirements, students will be required to take 4 hours of research courses (TCHL 560 Action Research Capstone for Teacher Leaders, 3 hours and TCHL 559 Action Research Design, 1 hour). In the proposed program one advisor-approved content-focused course will be required in place of TCHL 520 Principles of Action Research for Teacher Leaders (3 hours). (*Note: TCHL 520 is not a TCHL Core Course.*)

Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

School of Teacher Education	December 11, 2013
College Curriculum Committee	February 4, 2014
Professional Education Council (if applicable)	February 12, 2014
Graduate Council	April 10, 2014
University Senate	

College of Education
School of Teacher Education
Proposal to Revise a Program
(Action Item)

Contact Person: Dr. E. Gail Kirby, 745-3746

1. Identification of program:
　　1.1　　Current program reference number: #0457
　　1.2　　Current program title: Master of Arts in Education: Special Education for Teacher Leaders:
　　　　　　Learning and Behavior Disorders
　　1.3　　Credit hours: ~~37-40~~ <mark>31-37</mark> hours

2.　　Identification of the proposed program changes: Revision of TCHL core courses:
- TCHL 540 Classroom Instruction: Instructional Strategies (1 hour),
  TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and
  TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour) will be replaced
  with TCHL 545 Classroom Instructional Strategies (3 hours)
- TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554
  Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III:
  Classroom Tests and Instruments (2 hours) will be replaced with TCHL 555 School and
  Classroom Assessment (3 hours)
- Add new course TCHL 559 Action Research Design (1 hour)
- Correct GAP and GRE Scores

3. Detailed program description:

Current Program	**Proposed Program** **(proposed revisions are highlighted)**
Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457	Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders, Ref. #0457
Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* 1. Teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. *Kentucky applicants whose certificates have expired	Admission Requirement: *(Criteria vary, depending on the student's undergraduate institution and GPA):* 1. Teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 2. Applicants who completed their initial certification program at another Kentucky institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. 3. Applicants who completed their initial certification program at an accredited out-of state institution with at least a 2.75 GPA** for all previous coursework (undergraduate and graduate) must have or be eligible for a teaching certificate* and must submit a copy of the certificate or statement of eligibility with their applications. *Kentucky applicants whose certificates have expired may be admitted, but they may enroll for only six hours

may be admitted, but they may enroll for only six hours before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate. **Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 561 or higher. The 561 score must include a GRE Verbal Reasoning score of 143 or higher, a GRE Quantitative score of 143 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Degree Requirements— 37–40 hours

Teacher Leader Professional Education Core Courses 9–16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
TCHL 540 Classroom Instruction: Instructional Strategies (1 hour)
TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour)
TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour)
TCHL 554 Student Assessment II: Standardized Testing (1 hour)
TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)
NOTE: TCHL 540, 544, 548, 550, 554, and 558 are required for all students OR the student must pass proficiency evaluations for these courses.

Specialization Component 18 hours
SPED 518 Issues in Behavior Management (3 hours)
SPED 530 Advanced Assessment Techniques (3 hours)
SPED 531 Advanced Prescriptive Teaching (3 hours)
SPED 532 Families, Professionals, and Exceptionalities (3 hours)

before they must apply to the EPSB for reissued certificates. After completion of six hours, a student admitted with an expired certificate must submit a copy of the re-issued certificate before being allowed to register for any additional courses. Applicants from out-of-state with expired certificates must complete the requirements for their respective states to renew their certificates and submit a copy of the reissued certificate. **Applicants with undergraduate degrees from all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP score of 550 or higher. The 550 score must include a GRE Verbal Reasoning score of 139 or higher, a GRE Quantitative score of 139 or higher, and a GRE Analytical Writing score of 3.5 or higher. For GRE scores prior to August 1, 2011, a GAP score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher is required. In addition, applicants must have a valid teaching certificate in any area. A copy of the teaching certificate must be submitted with the application. GAP Score = GRE-V + GRE-Q plus undergraduate GPA multiplied by 100.

Degree Requirements—31- 37 hours

Professional Education Core—10-16 hours
TCHL 500 Foundations of Teacher Leadership (3 hours)
TCHL 530 Curriculum Development (3 hours)
*TCHL 545 Classroom Instructional Strategies and Management (3 hours)
*TCHL 555 School and Classroom Assessment (3 hours)
TCHL 559 Action Research Design (1 hour)
TCHL 560 Action Research Capstone for Teacher Leaders (3 hours)

*All students must complete or pass proficiency evaluations for these courses.

Specialization Component – 18 hours
SPED 518 Issues in Behavior Management (3 hours)
SPED 530 Advanced Assessment Techniques (3 hours)
SPED 531 Advanced Prescriptive Teaching (3 hours)
SPED 532 Families, Professionals, and Exceptionalities (3 hours)
SPED 533 Seminar: Curriculum in LBD (3 hours)
SPED 630 Special Education Law (3 hours)

Internship -- 3 hours
SPED 595 Advanced Preparation Capstone (3 hours)

SPED 533 Seminar: Curriculum in LBD (3 hours) SPED 630 Special Education Law (3 hours) Internship (3 hours) SPED 595 Advanced Preparation Capstone SPED (3 hours) Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification Mid-Point Assessment Requirements To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results. Program Completion Requirements _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.	Students must submit a passing score on the Praxis II PRIOR to enrollment in SPED 595 and should take SPED 595 as their final course in their program. Students currently teaching may use their current teaching position to meet this requirement IF they are teaching in the subject area and grade level for which they are seeking certification.) Students not currently teaching in a setting serving students with Learning and Behavior Disorders must complete an internship experience that consists of field experience hours in an approved setting serving students with disabilities consistent with the subject area and grade level for which they are seeking certification *Mid-Point Assessment Requirements* To ensure that all students are proficient on Advanced Level Kentucky Teacher Standards, all Critical Performances associated with the TCHL courses must be completed, even if a candidate's program of studies does not include the courses. Except for TCHL 560, which should be taken toward the end of their program, candidates are encouraged to take only 6 hours in their Specialization Component before they have taken all TCHL courses and/or uploaded all Critical Performances and have achieved an average score of 3.0 on all performances and an average score of 3 on dispositions. Additional course work may be required based on the assessment results. *Program Completion Requirements* _ Students must successfully complete TCHL560 Action Research Capstone for Teacher Leader (course grade of C or higher) and present research results in an approved venue _Students must achieve a minimum 3.0 cumulative GPA overall and in program course work.

Current Program					Proposed Program			
Prefix	**#**	**Course Title**	**Hrs.**		**Prefix**	**#**	**Course Title**	**Hrs.**
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 540, 544, and 548.*			
TCHL	540	Classroom Instruction: Instructional Strategies	(1 hour)		**TCHL**	**545**	**Classroom Instructional Strategies**	**(3 hours)**
TCHL	544	Classroom Instruction: Equitable School and Community Partnerships	(1 hour)					
TCHL	548	Classroom Instruction: Managing the Learning Environment	(1 hour)					
TCHL current courses are listed below.					*The course below is proposed to take the place of TCHL 550, 554, and 558.*			
TCHL	550	Student Assessment I: Fundamentals of Student Assessment	(1 hour)		**TCHL**	**555**	**School and Classroom Assessment**	**(3 hours)**
TCHL	554	Student Assessment II: Standardized Testing	(1 hour)					
TCHL	558	Student Assessment III: Classroom Tests and Instruments	(2 hours)					
					The course below is proposed to be a new course in the TCHL program.			
					TCHL	**559**	**Action Research Design**	**(1 hour)**
TOTALS		Credit Hours	(7 hours)		TOTALS		Credit Hours	**(7 hours)**

4. **Rationale for the proposed program change:** Since the implementation of the MAE Teacher Leader program in 2011, faculty has noted potential revisions and updates that would enhance the curriculum. Presently, the TCHL Professional Education Component includes the following courses:

> **TCHL Instructional Strategy Course Sequence**
> - TCHL 540 Classroom Instruction: Instructional Strategies (1 hour), TCHL 544 Classroom Instruction: Equitable School and Community Partnerships (1 hour), and TCHL 548 Classroom Instruction: Managing the Learning Environment (1 hour)
>
> **TCHL Assessment Course Sequence**
> - TCHL 550 Student Assessment I: Fundamentals of Student Assessment (1 hour), TCHL 554 Student Assessment II: Standardized Testing (1 hour), and TCHL 558 Student Assessment III: Classroom Tests and Instruments (2 hours)

The content within these core courses is delivered through five one hour courses and one two hour course. The nature of this course design has proven to be problematic for students as it seems to be difficult to make connections and recall concepts from previous courses. The "starting and stopping" of the current courses make the presentation of content disjointed or fragmented rather than the seamless type of delivery a three hour course could offer the students. The proposed revision would collapse the content from the one hour courses in the first bullet above to a three hour course. In the second bullet the proposed revision would collapse the content from the one hour courses and two hour course to a three hour course.

> **TCHL Proposed New Course**
> - **TCHL 559 Action Research Design**

TCHL 559 Action Research Design is proposed to be a new course in the TCHL Professional Education Component and would be a prerequisite for the capstone course, TCHL 560 Action Research for Teacher Leaders. TCHL 559 would provide students the opportunity to prepare for TCHL 560 by completing the IRB process along with other requirements meant to create a strong foundation for success in TCHL 560. The addition of TCHL 559 to the TCHL Professional Education Component will not increase the number of hours required in that component as the assessment course requirement will be reduced from four hours

to three hours in this revision (see second bullet above) leaving the one hour to create the new course, TCHL 559, to add as a part of the TCHL Professional Education Component.

Other Proposed Revision Considerations
Proficiency Evaluations will be available for TCHL 545 Classroom Instructional Strategies (3 hours) and TCHL 555 School and Classroom Assessment (3 hours) just as they were available for the courses they are replacing.

These proposed revisions will not change the total number of hours in the TCHL Professional Education Component which is 16 hours. The revisions are not changing over 50% of the TCHL program as there are a total of 7 hours proposed for revision and a total of 16 in the Professional Education Component, which is less than half of the hours in half of the program (i.e., the Professional Education Component). The number of hours in the Specialization Component varies from program to program.

These proposed revisions do not change or revise the MAE Teacher Leader Framework. The same learning outcomes are required of students in these proposed revisions that were required in the original course proposals. The learning outcomes support the framework and spirit of the teacher leader design.

- The GRE and GAP Scores listed in the current catalog are incorrect.0

5. **Proposed term for implementation and special provisions (if applicable):**
   Fall 2014

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

School of Teacher Education	December 11, 2013
College Curriculum Committee	February 4, 2014
Professional Education Council	February 12, 2014
Graduate Council	April 10, 2014
University Senate	

Gordon Ford College of Business
Masters of Business Administration
Proposal to Revise A Program
(Action Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu

1. **Identification of program:**
    1.1   Current program reference number: 057
    1.2   Current program title: Masters of Business Administration
    1.3   Credit hours: 33

2. **Identification of the proposed program changes:**
    - Include GMAT waiver for students who have completed and passed all parts of the CPA exam

3. **Detailed program description:**

Previous	Proposed
The admission process for the MBA program at Western Kentucky University involves the following steps and requirements*: A. Completion of graduate application form, a current resume, submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years. B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. Applicants not meeting above standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more(GMAT total scaled score plus the overall UGPA multiplied by 200). C. Professional admissions standards may use substantial professional work experience (five years of professional or mid to upper level management experience) to overcome deficiencies in other admission criteria. D. GMAT Waiver: The GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, Etc).	The admission process for the MBA program at Western Kentucky University involves the following steps and requirements*: A. Completion of graduate application form, a current resume, submission of an official undergraduate degree transcript from each university attended and an official copy of a GMAT score taken within the last five years. B. Applicants seeking admission must meet the following criteria: Minimum undergraduate overall grade point average of 2.75 on a 4.0 scale, a minimum overall GMAT score of 500, and a written GMAT score of 3.5. Applicants not meeting above standards may be considered on a case-by-case basis if applicant has a GAP score of 1100 or more(GMAT total scaled score plus the overall UGPA multiplied by 200). C. Professional admissions standards may use substantial professional work experience (five years of professional or mid to upper level management experience) to overcome deficiencies in other admission criteria. D. **GMAT Waiver: The GMAT requirement will be waived for students who already possess a doctoral degree (MD, JD, DO, DDS, PharmD, Etc) or those who have completed and passed all sections of the CPA exam.**

4. Rationale for the proposed program change: to reflect national admissions trends and facilitate the best MBA candidates for all program options

5. Proposed term for implementation and special provisions (if applicable): 201420

6. Dates of prior committee approvals:

GFCB Graduate Committee: 3.14.2014_____ _

Graduate Council: ____ April 10, 2014_____

University Senate: _____

Attachment: Program Inventory Form

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

Contact Person: Michael Ann Williams, michael.williams@wku.edu, 745-5898

1. **Identification of program:**
   1.1   Current program reference number: 069
   1.2   Current program title: Masters of Arts in Folk Studies
   1.3   Credit hours: 36

2. **Identification of the proposed program changes:**
   - Inclusion of a thesis option within the Public Folklore (Plan B) and Historic Preservation (Plan C) concentrations.
   - Decrease number of required genre-specific courses from 3 to 2 and add FLK 580 Folklore Conversation and Communication as an option in this requirement.
   - Require at least one applied course for all Plan A students.
   - Reduce minimum number of hours of FLK 589 (Internship) to 1 for non-thesis students.

3. **Detailed program description:**

Plan A (Thesis Option) Degree Requirements—36 hours	Plan A (Thesis Option) Degree Requirements—36 hours
Required Courses—18 hours The following three courses must be taken in the first year: 　　　FLK 577 Folklore Theory 　　　FLK 578 Folklore Fieldwork 　　　FLK 569 Folklore Genres ~~Three~~ of the following genre courses: 　　　FLK 561 Folk Arts and Technology 　　　FLK 571 Folk Narrative 　　　FLK 575 Folk Belief 　　　FLK 576 American Traditional Music *Electives—12 hours* 　　　Selected with approval of advisor *Thesis – 6 hours* 　　　FLK 599 Thesis Research and Writing *Exam*	*Required Courses—18 hours* The following three courses must be taken in the first year: 　　　FLK 577 Folklore Theory 　　　FLK 578 Folklore Fieldwork 　　　FLK 569 Folklore Genres **Two** of the following genre courses: 　　　FLK 561 Folk Arts and Technology 　　　FLK 571 Folk Narrative 　　　FLK 575 Folk Belief 　　　FLK 576 American Traditional Music 　　　**FLK 580 Folklore Conversation and Communication** **One of the following applied course:** 　　　**FLK 470G Museum Procedures and Preservation Techniques** 　　　**FLK 560 Cultural Conservation** 　　　**FLK 562 Folklore and Education**

The student must also pass a comprehensive written examination based on course work and a program reading list.	**FLK 572 Public Folklore**
	
	Electives—12 hours
	    Selected with approval of advisor
	
	Thesis – 6 hours
	    FLK 599 Thesis Research and Writing
	
	Exam
	The student must also pass a comprehensive written examination based on course work and a program reading list.

Plan B (Public Folklore Option) Degree Requirements—36 hours
 	
Required Courses— 27 hours
The following three courses must be taken in the   first year:
    FLK 577 Folklore Theory
    FLK 578 Folklore Fieldwork
    FLK 569 Folklore Genres
~~Three~~ of the following genre courses:
    FLK 561 Folk Arts and Technology
    FLK 571 Folk Narrative
    FLK 575 Folk Belief
    FLK 576 American Tradition Music
These courses are required:
    FLK 562 Folklore and Education
    FLK 572 Public Folklore
    FLK 589 Internship
 	
~~Electives—9hours~~
 	
    ~~FLK 462 Folklore and Medicine~~
    ~~FLK 470G Museum Procedures and~~
    ~~Preservation Techniques~~
    ~~FLK 560 Cultural Conservation~~
    ~~Other electives chosen with the advisor's~~
    ~~approval~~
 	
Exam ~~and Portfolio~~
The student must also pass a comprehensive written examination based on course work and a program reading list~~, and submit a portfolio of professional-level~~
	Plan B (Public Folklore Option) Degree Requirements---36 hours
	
	*Required Courses—**21 hours***
	The following three courses must be taken in the first year:
	    FLK 577 Folklore Theory
	    FLK 578 Folklore Fieldwork
	    FLK 569 Folklore Genres
	 Two of the following genre courses:
	    FLK 561 Folk Arts and Technology
	    FLK 571 Folk Narrative
	    FLK 575 Folk Belief
	    FLK 576 American Traditional Music
	    FLK 580 Folklore Conversation and Communication
	These courses are required:
	    FLK 562 Folklore and Education
	    FLK 572 Public Folklore
	
	Choice of thesis or non-thesis track:
	
	Thesis track—15 hours
	
	Electives—9 hours
	    Selected with approval of advisor
	
	Thesis – 6 hours
	    FLK 599 Thesis Research and Writing

~~work for the degree~~.	***Non-thesis track—15 hours*** *Electives—14 hours* Selected with approval of advisor *Internship – (min 1 hour)* *Portfolio of professional-level work* *Exam* The student must also pass a comprehensive written examination based on course work and a program reading list.

Plan C (Historic Preservation Option) Degree Requirements—36 hours
 	
Required Courses—27 hours
The following three courses must be taken in the   first year:
      FLK 577 Folklore Theory
      FLK 578 Folklore Fieldwork
      FLK 569 Folklore Genres
~~Three~~ of the following genre courses:
      FLK 561 Folk Arts and Technology
      FLK 571 Folk Narrative
      FLK 575 Folk Belief
      FLK 576 American Tradition Music
~~These~~ courses are required:
      FLK 470G Museum Procedures and
      Preservation Techniques
      FLK 464G Vernacular Architecture
      FLK 560 Cultural Conservation
 	
~~*Electives—9hours*~~
 	
      ~~Electives chosen with the advisor's approval~~
 	
Exam ~~and Portfolio~~
The student must also pass a comprehensive written examination based on course work and a program reading list~~, and submit a portfolio of professional-level work for the degree~~.
	Plan C (Historic Preservation Option) Degree Requirements—36 hours
	
	*Required Courses—**21 hours***
	The following three courses must be taken in the first year:
	      FLK 577 Folklore Theory
	      FLK 578 Folklore Fieldwork
	      FLK 569 Folklore Genres
	 Two of the following genre courses:
	      FLK 561 Folk Arts and Technology
	      FLK 571 Folk Narrative
	      FLK 575 Folk Belief
	      FLK 576 American Traditional Music
	      FLK 580 Folklore Conversation and Communication
	Two of the following courses are required:
	      FLK 470G Museum Procedures and
	      Preservation Techniques
	      FLK 464G Vernacular Architecture
	      FLK 560 Cultural Conservation
	
	Choice of thesis or non-thesis track:
	
	Thesis track—15 hours
	Electives—9 hours
	      Selected with approval of advisor
	
	Thesis – 6 hours
	      FLK 599 Thesis Research and Writing

	Non-thesis track—15 hours *Electives—14 hours* Selected with approval of advisor *Internship – (min 1 hour)* *Portfolio of professional-level work* *Exam* The student must also pass a comprehensive written examination based on course work and a program reading list.

4. **Rationale for the proposed program change:** The program receives frequent requests from students who wish to write theses while still being considered Public Folklore or Historic Preservation option students. Many of our strongest students come to the program because of these options and this change will encourage some of our brightest students to write theses. It will also encourage more theses on areas of applied research within the discipline. The changes in requirements for the genre-specific courses and the minimum of one -hour internship for non-thesis students will allow more flexibility for students in designing their program of study. Finally, as the strength of the reputation of WKU's Folk Studies program is in its emphasis on applied folklore, the faculty believe that Option A students should be required to take at least one applied course.

5. **Proposed term for implementation and special provisions (if applicable):** Fall 2014

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

Department of Folk Studies and Anthropology   **February 24, 2014**

Potter College Curriculum Committee   **March 6, 2014**

Graduate Council   April 10, 2014

University Senate

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

Contact Person: Eric Bain-Selbo, eric.bain-selbo@wku.edu, x55744

1. **Identification of program:**
    1.1   Current program reference number: 0446
    1.2   Current program title: MA in Religious Studies
    1.3   Credit hours: 35

2.   **Identification of the proposed program changes:** Additional language in regard to the research tool.

3. **Detailed program description:**

Current program

Revised program

The M.A. program in Religious Studies requires a minimum of 35 graduate credit hours. No more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete a thesis or a culminating project. Students considering further doctoral study in religious studies are encouraged to take the thesis option.	The M.A. program in Religious Studies requires a minimum of 35 graduate credit hours. No more than 12 hours may be in 400G courses. Students may take up to six hours in graduate courses in other departments. Students must complete a thesis or a culminating project. Students considering further doctoral study in religious studies are encouraged to take the thesis option.
Required Courses: All students must complete RELS 500 (Theory and Method in the Study of Religion, four credit hours), two offerings of RELS 601 (Graduate Seminar in Religious Studies, four credit hours), RELS 602 (Thesis and Project Development Seminar, one credit hour), and RELS 603 (Thesis and Project Colloquium, one credit hour). These required courses total 14 credit hours.	Required Courses: All students must complete RELS 500 (Theory and Method in the Study of Religion, four credit hours), two offerings of RELS 601 (Graduate Seminar in Religious Studies, four credit hours), RELS 602 (Thesis and Project Development Seminar, one credit hour), and RELS 603 (Thesis and Project Colloquium, one credit hour). These required courses total 14 credit hours.
Thesis : Students on the thesis track may take up to six credit hours of Thesis Writing (RELS 599). Students completing an alternative project will take additional coursework in lieu of RELS 599. Students must petition to not complete a thesis, and provide a proposal for the alternative project by the end of their second semester.	Thesis : Students on the thesis track may take up to six credit hours of Thesis Writing (RELS 599). Students completing an alternative project will take additional coursework in lieu of RELS 599. Students must petition to not complete a thesis, and provide a proposal for the alternative project by the end of their second semester.
Electives: The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser).	Electives: The student's remaining credit hours may be taken in further RELS 601 courses, other RELS graduate courses, RELS 400G courses, independent studies, or graduate courses in other departments (with consent of adviser).
Research Tool: Appropriate language work in the	Research Tool: Appropriate language work in the

student's area of emphasis is recommended (e.g., Hebrew for students doing work in Jewish scripture). Graduate level language courses may count for as many as six credits toward completing the degree. If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.	student's area of emphasis is recommended (e.g., Hebrew for students doing work in Jewish scripture). Graduate level language courses may count for as many as six credits toward completing the degree. **Research methods courses in other departments may be used to meet this requirement upon approval of the Department Head of Philosophy and Religion.** If not completing the research tool requirement in any other way, students must pass a reading examination in either French or German.

4. **Rationale for the proposed program change:** The intent of the department when the program was created was to allow students to fulfill the Research Tool requirement with research methods courses in other departments. However, the language for this section does not indicate this intention clearly. The addition of the proposed sentence will provide clarity for students and for staff in the Graduate School who must review student programs.

5. **Proposed term for implementation and special provisions (if applicable):** 201430

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

Religious Studies Program   February 12, 2014

Department of Philosophy and Religion   February 19, 2014

Potter College Curriculum Committee   **March 6, 2014**

Graduate Council   April 10, 2014

University Senate

College of Health and Human Services
Department of Public Health
Proposal to Revise a Certificate
(Action Item)

Contact Person: Cecilia Watkins, Cecilia.watkins@wku.edu, 745-4796

1. **Identification of program:**
   1.1   Current program reference number: 0465
   1.2   Current program title: Advanced Worksite Health Promotion
   1.3   Credit hours: 15

2. **Identification of the proposed program changes:**
   - COMM 523 Health Communication deleted and replaced with PH 576 Education &
     Communication Techniques in Public Health Education

3. **Detailed program description**

Prefix	#	Current Curriculum Course Title	Hrs	Prefix	#	Proposed Curriculum Course Title	Hrs.
PH	502	Health Promotion in the Workplace	3	PH	502	Health Promotion in the Workplace	3
PH	575	Health Education/Promotion Program Planning	3	PH	575	Health Education/Promotion Program Planning	3
PH	587	Health Behavior	3	PH	587	Health Behavior	3
~~COMM~~	~~523~~	~~Health Communication~~	~~3~~	**PH**	**576**	**Education and Communication Techniques in Public Health Ed.**	3
PH	530	Independent Investigations in Community Health	1-6	PH	530	Independent Investigations in Community Health	1-6
		Total	15			Total	15

4. **Rationale for the proposed program change:**
   The Advanced Worksite Health Promotion Certificate is being marketed as an online certificate. The Department of Communication has indicated that they may no longer be able to offer COMM 523, Health Communication, due to faculty teaching load. PH 576, Education & Communication Techniques, is a public health course, which has communication techniques, in the Department of Public Health and can be taught online.

5. **Proposed term for implementation:** Fall 2014

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

Department of Public Health	03/12/2014
CHHS Graduate Curriculum Committee	03/24/2014
Graduate Council	April 10, 2014
University Senate	

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

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876

1. **Identification of program:**
   1.1   Current program reference number:175
   1.2   Current program title: Certificate in Organizational Communication
   1.3   Credit hours: 12

2. **Identification of the proposed program changes:**
   This certificate program revision involves a number of changes to the program name, description, admission criteria, and course offerings. The bulleted list below summarizes the changes.

   ▪ Program Name: The name of the certificate will change from Organizational Communication to Communicating in Organizations.

   ▪ Program Description: The program description has been updated to emphasize the role of theory and application in the certificate program. The new description also emphasizes the different types of courses available.

   ▪ Admission Requirements: The old admission requirements included a letter of application, letter of recommendation, and other requirements as set by the Graduate School. The new admission requirements will refer applicants to the admission criteria set by the Graduate School listed in the Graduate Catalog.

   ▪ Course Offerings: The specific changes to the course requirements are described below:

     o The Required Courses, Restricted Electives, and Free Electives categories have been changed to **Organizational Communication in Context** and **Strategies for Communicating.**

     o Students are required to take 6 credit hours from each category

     o No courses from the existing certificate have been removed

     o The following courses have been added to the Organizational Communication in Context category: COMM 528 Comm in the Nonprofit Sector, COMM 551 Employee Comm, COMM 561 Multinational Organizational Comm, COMM 564 Crisis Communication, COMM 571 Communication in the Digital Age, COMM 581 Applied Organizational Communication and COMM 586 Processes of Group Communication.

     o The following courses have been added to the Strategies for Communicating category: COMM 523 Health Communication, COMM 563 Issues Management, COMM 565 Communication and Conflict, COMM 566 Corporate & Organizational Advocacy, COMM 568 Organizational Identification, COMM 577 Terrorism and Communication, COMM 578 Interpersonal Communication, COMM 587 Comm in Intercultural Negotiation & Mediation, COMM 590 Intercultural Communication, and COMM 553 Health Communication Campaigns.

3. Detailed program description:

CURRENT PROGRAM	PROPOSED REVISION
Current Program Description	Proposed Program Description
~~The Certificate in Organizational Communication is designed for managers and supervisors who wish to enhance their skills in the areas of organizational communication but do not see a current need for an advanced degree. Students will take graduate courses that focus on general organizational communication theory, the communication strategies useful in multinational businesses, either interpersonal or small group communication theoretical applications, and one other course chosen by participants as especially relevant to their own work and interests. Students' applied projects may be designed to address specific real-life communication problems in their own organizations.~~	**The Certificate in Organizational Communication provides students the opportunity to develop an in-depth understanding of how communication functions in organizations. Using foundational and current research in the field, students are exposed to organizational communication theory and processes. Students will take graduate courses that focus on general organizational communication theory, applied organizational communication, communication within specific organizational contexts, and one other course chosen by participants as especially relevant to their own work and interests.**
Current Admission Requirements	**Proposed Admission Requirements**
Admission Requirements	**Admission Requirements**
~~A person seeking the Certificate in Organizational Communication must satisfy the Graduate School admission requirements and must provide a letter of application and one letter of recommendation supporting the applicant's capacity for studying organizational communication to the Graduate School.~~	**Please refer to the university admission requirements for graduate students found in the Admission section of this catalog.**

~~Required Courses—6 hours~~ ~~COMM 581 Applied Organizational Comm~~ ~~COMM 561 Multinational Organizational Comm~~ ~~Restricted Electives—3 hours~~ ~~COMM 586 Processes of Group Communication~~ ~~OR~~ ~~COMM 578 Seminar in Interpersonal Comm~~ ~~Free Elective—3 hours~~ COMM 563 Issues Management COMM 564 Crisis Communication COMM 565 Communication and Conflict COMM 566 Corp & Org Advocacy COMM 571 Computer Mediated Comm in Orgs COMM 578 Sem in Interpersonal Comm COMM 586 Processes of Group Comm COMM 587 Comm Intercultural Negotiation & Mediation Total Hours: 12	**Organizational Communication in Context—6 hours** **COMM 528 Comm in the Nonprofit Sector** COMM 561 Multinational Organizational Comm COMM 564 Crisis Communication COMM 571 Communication in the Digital Age COMM 581 Applied Organizational Communication COMM 586 Processes of Group Communication **Strategies for Communicating—6 hours** **COMM 523 Health Comm** **COMM 553 Health Comm Campaigns** COMM 563 Issues Management COMM 565 Communication and Conflict COMM 566 Corp & Org Advocacy **COMM 568 Organizational Identification** **COMM 577 Terrorism & Communication** COMM 578 Interpersonal Communication COMM 587 Comm Intercultural Negotiation & Mediation **COMM 590 Intercultural Communication** Total Hours: 12

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

The Certificate in Organizational Communication has not been revised since its creation over ten years ago. The proposed revision seeks to maximize flexibility for students by offering a more diverse set of organizational communication and context specific courses that will pair well with a student's area of study and/or professional interests. These revisions maintain the focus of the certificate on organizational communication and capitalize on the expertise of our faculty. Several courses that have been added to our curriculum over the last 10 years will be available for certificate students. Additionally, this new structure enhances our ability to offer courses in a timely manner and to provide alternative delivery formats such as on-line instruction. Students may be able to complete this certificate on-line in four semesters. Finally, at the encouragement of our Alumni Advisory Council we are changing the name from Organizational Communication to alleviate confusion with the name of our M.A. program and also to make the name more readily comprehendible to working professionals.

5. **Proposed term for implementation and special provisions: Fall 2014**

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

Department of Communication: <u>February 12, 2014</u>

PCAL Curriculum Committee __**March 6, 2014**_

Graduate Council _____ April 10, 2014_____

University Senate _____

Gordon Ford College of Business
Masters of Business Administration
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Bob Hatfield, bob.hatfield@wku.edu, 270-745-6581

1. **Identification of program:**
    1.1   Program title: Business Sustainability
    1.2   Required hours in program: 12
    1.3   Special information: Graduate students could substitute up to 3 credit graduate hours from the Sustainability Certificate offered in the Diversity and Community Studies Department upon prior approval of the MBA Office.
    1.4   Catalog description: This certificate provides preparation for business professionals and others seeking a background in sustainability issues as related to business. Business organizations must comply with an increasing set of regulations as well as voluntary standards relating to environmental sustainability. Businesses are engaged in creating and following a set of best practices and maintaining metrics important to environmental sustainability. Wise use of resources, attention to the value chain, and careful planning of operations is in the interest businesses interested in maximizing profits and remaining viable over time. The global, national, and local interest in sustainability creates many opportunities for business innovation and entrepreneurship.
    1.5   Classification of Instructional Program Code (CIP): 52

2. **Learning outcomes of the proposed certificate program:**

Students completing the graduate certificate in Business Sustainability should be able to:

- Identify the major political, environmental, and business drivers related to sustainability which frame current and future business practices.
- Identify and understand the major regulations about sustainability at all levels which impact business.
- Identify and understand the major voluntary codes and best practices about sustainability which impact business.
- Be able to explain how business activities and reports relating to sustainability fit into the broader policy arena of corporate social responsibility (CSR).
- Explore the business and entrepreneurial opportunities created by sustainability regulations and standards.
- Demonstrate an understanding of how sustainability impacts marketing and how marketing can impact sustainability
- Understand initiatives and opportunities at various stages of supply chain which relate to sustainability
- Evaluate the effects of sustainability initiatives in a logistics and supply chain setting

3. **Rationale:**
    3.1   Reason for developing the proposed certificate program:
    There have been many requests from students, prospective students, faculty, and staff for courses in the business college related to sustainability. An increasing number of undergraduate programs in the US contain sustainability courses. Some would argue that environmental sustainability will be among the most important future business issues. Businesses must anticipate and comply with new sustainability legislation and reporting requirements as well as their own developing industry standards. Businesses must analyze their value chain opportunities as related to environmental resources. MBA programs in some regions of the US have had both graduate majors and certificates in business sustainability. In reaction to these realities, the MBA explored and developed prototype courses in business sustainability. A credential in business sustainability will

fulfill a growing need in the business community as well as provide the education needed in a growing number of jobs. One of the fastest growing areas of employment opportunities is the world of sustainability. The number of jobs in this field, which did not exist a decade ago, has tripled over the last three years.

3.2   Relationship of the proposed certificate program to other programs now offered by the department:
Relationship of the proposed certificate program to other programs now offered by the department:
The department in this case is the college of business. There are no graduate certificates at this time in the college of business. Individual courses in sustainability do exist in Management and Marketing.

3.3   Relationship of the proposed certificate program to certificate programs offered in other departments:

There is one graduate certificate in sustainability. The "Global Pathways to Sustainability" graduate certificate has just been approved and is designed for students in the humanities and social sciences whose interest is complex environmental and social problems and the application of community-based solutions. By contrast, the graduate certificate in Business Sustainability is designed for students in business or allied fields whose interest is the role of businesses in the various aspects of sustainability. These two different perspectives may be complimented by each other and this certificate allows one class from the Global Pathways to Sustainability graduate certificate to be substituted for one of the business sustainability courses.

3.4   Projected enrollment in the proposed certificate program:

The current planning is to offer all of the courses in the online format. This will allow the certificate to reach the largest audience. We expect each of the courses, which also can serve as MBA electives, to have enrollments around 20. We expect about 50% to apply for the certificate. This would mean about 10 initially.

3.5   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

We cannot find any graduate certificate in sustainability from a business program in Kentucky. However, there is a new one in our competitive region (Nashville):

     Lipscomb University (Institute for Sustainable Practice; not a pure business program): Certificate of Graduate Studies in Sustainability

There are graduate certificates from business programs across the US which are related. Many of these are affiliated with the Association for the Advancement of Sustainability in Higher Education (AASHE) although almost all of the affiliations are from programs other than those in business.

     Pepperdine University (a leader in this area on the West Coast): Certificate in Socially, Environmentally, and Ethically Responsible (SEER) Business Practice (MBA)

     University of Wisconsin- Madison (School of Business): Certificate in Business, Environment and Social Responsibility (MBA),

     University of New Hampshire: Certificate in Corporate Sustainability

     Chatham University: Certificate in Sustainable Management

Arizona State University: Certificate in Sustainable Technology & Management (CSTM)

State University of New York College of Environmental Science and Forestry (includes business courses): Certificate of Advanced Study in Sustainable Enterprise

University of California, Berkeley: Engineering and Business for Sustainability (EBS) Certificate; also Leadership in Sustainability and Environmental Management

California State University, San Bernardino: Environmental Management Certificate

George Mason University: Environmental Management Graduate Certificate

University of Chicago: Leadership in Sustainability Management Certificate

University of California, San Diego: Sustainable Business Practices Certificate

Concordia University: Sustainable Investment Professional Certificate

3.6   Relationship of the proposed certificate program to the university mission and objectives:

President Ransdell said in the Strategic Guide 2010-2012, "*As an institution of higher education we have a mandate to model and teach environmental stewardship and social responsibility.*" In fact, WKU's "Challenging the Spirit" action plan, Objective 4.4 "Enhance Efficiency and Sustainability in Campus Services and Operations" reports a number of targets and strategies for efficiency and sustainability that look like those employed in most medium and larger businesses. Roxanne Spencer recently commented, "*Education for Sustainability (EfS) is now a core value in Western Kentucky University's Strategic Plan, and sustainability issues are being incorporated into many programs and disciplines.*" The mission of the WKU Office of Sustainability promotes a culture of sustainability and prepares students to seek innovative solutions to global challenges, be responsible citizens, and learn about best practices in sustainability. These thoughts and goals are reflected in the new certificate.

4. Curriculum:

The graduate certificate in Business Sustainability requires one core course and three electives for a total of 12 credit hours. Courses may be taken in any order, but students are encouraged to take the one core course as soon as possible in the certificate program. One course can be substituted from another sustainability graduate certificate for one of the Business Elective Courses upon approval by the MBA Director. For instance a course may be appropriate from the Global Pathways to Sustainability graduate certificate.

Business Core Course (required)
BA 545 Survey of Business Sustainability Issues (3 hours)

Business Elective Courses (9 hours)
BA 546 Sustainable Business Operations
BA 547 Sustainability, Innovation, and Entrepreneurship
BA 548 Sustainability Marketing

5. Budget implications:

The initial offering will be through the online MBA program. The Sustainability courses will be offered as electives to the online MBA students on a rotation. Since MBA electives are already offered online the net effect is zero since the Sustainability courses will be offered in the place of MBA electives that would otherwise be offered.

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:
GFCB Graduate Committee: 3.14.2014_____

Graduate Council: ____ April 10, 2014_____

University Senate: _____

Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876; Ellen Bonaguro,
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1. Identification of program:

　　1.1　　Program title: Communicating in Healthcare
　　1.2　　Required hours in program: 12
　　1.3　　Special information: This program is designed for health care professionals seeking advanced training in health communication. This certificate will be offered completely on-line.
　　1.4　　Catalog description:
　　　　　The Communicating in Healthcare Certificate is designed to provide students with a deep understanding of the role of communication in healthcare contexts. This certificate will explore interpersonal as well as organizational factors affecting healthcare and will assist students in developing communication strategies and skills. Students completing the program not only will understand how to communicate more effectively within their health profession but also will know how better to communicate with patients to maximize compliance and enhance advocacy.

　　　　　The certificate provides 12 hours of advanced coursework in communication within the healthcare context. Students will take 6 credit hours of required courses related to health communication and health campaigns; 3 credit hours of a restricted elective providing broad coverage of communication within contexts relevant to healthcare such as intercultural, group, interpersonal, and organizational communication; and, 3 credit hours of a free elective from healthcare administration, public health, or gerontology.
　　1.5　　Classification of Instructional Program Code (CIP): 09.0905 Health Communication

2. Objectives of the proposed certificate program:

　　Specifically, students will
- Analyze and apply communication and health theories to help explain factors that affect the delivery of health care.
- Evaluate communication behaviors in health care relationships, health care teams (multidisciplinary, interdisciplinary, and transdisciplinary), and health care organizations.
- Identify communication variables (i e., culture, technology) that affect communicating in health care contexts.
- Critique the effectiveness of health communication campaigns.
- Develop a well-rounded understanding of communication processes within contexts that apply to healthcare including interpersonal, organizational, and intercultural.
- Understand the centrality of communication in health care administration, public health, and health behavior.

3. Rationale:

　　3.7　　Reason for developing the proposed certificate program:
　　　　　Understanding the delivery of health care has become increasingly complex. In the early seventies communication scholars recognized the need to teach students about the important role that communication plays in accessing and delivering health care. All of our national organizations today recognize Health Communication as an applied communication discipline. Communication scholars reflect on the importance of communication to the area of health behaviors and health care delivery. Research has shown that communication influences patient satisfaction and medical adherence (Thompson, Parrott, and Nussbaum, 2011). There is a wealth of research that supports the benefits of effective communication and health outcomes for patients and healthcare teams (Clayton and Ellington, 2011; Levinson, Lesser, and Epstein, 2010; Real and Poole, 2011; United

States Department of Health and Human Services [HHS], *Healthy People 2020*). The Institute for Healthcare Communication (2014) cites a dearth in communication training for medical professionals. Not only is improved diagnostic accuracy important but also patient compliance to advice, both of which can result from advanced training.

At WKU, we do not offer a graduate certificate focusing on communication in the health context which is a disadvantage to communication students as well as students seeking advanced degrees in the health professions. This certificate is ideal for graduate students employed in the health professions or studying for advanced health degrees. The certificate prepares students to better understand how culture, technology and other forms of communication (printed materials, health communication campaigns, community outreach, and interpersonal communication) are necessary in order to obtain, process, and understand health information. The study of health literacy focuses on these forms of communication and on how we can enhance a person's knowledge to make better health decisions (Coleman, Hudson, and Maine, 2013). Health communication occurs in a variety of contexts (for example, school, home, and work), through a variety of channels (for example, interpersonal, small group, organizational, community, and mass media) with a variety of messages, and for a variety of reasons. We need to provide education for graduate students in this area so that they have the opportunity to research and examine the need for more effective communication in the delivery of healthcare.

3.8   Relationship of the proposed certificate program to other programs now offered by the department: The proposed certificate complements the Master of Arts in Organizational Communication and the Communicating in Organizations Certificate because its content includes communication with clients, communication campaign development, and the assessment of communication programs. This unique combination of interpersonal and organizational communication concepts exemplifies the hallmarks of our program while providing students the opportunity to explore and apply their knowledge within the healthcare context. While this content is especially helpful for those in the health field, students planning to hold a communication position in any organization can benefit from this knowledge.

3.9   Relationship of the proposed certificate program to certificate programs offered in other departments: The proposed certificate has minimal overlap with the Advanced Worksite Health Promotion Certificate in Public Health which has been discussed with the department head in Public Health. Specifically, COMM 523: Health Communication is a required course in both certificates and PH: 587 Health Behavior is required in the health promotion certificate but is one of seven elective options in the proposed certificate. The proposed certificate in health communication significantly differs from Advanced Worksite Health Promotion in that it does not focus specifically on creating health programs but rather on communicative concepts and processes relevant to a variety of health relationships particularly between patients and health care providers.

3.10   Projected enrollment in the proposed certificate program: We expect that some students enrolled in the M.A. in Organizational Communication with approximately 25 students will have an interest in earning the certificate. This area of study is readily applicable to students in nursing administration, public health, physical therapy, and health care administration so we anticipate that some students in these areas (which have combined enrollment around 200 students) will pick up the certificate. We anticipate enrollment of 10-15 students per year.

3.11   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): Since the 1970s, graduate courses in Health Communication have been on the rise. Many institutions offer concentrations and master's degrees in Health Communication (approximately 25 institutions nationwide according to Healthcommunication.net), other institutions offer certificates including: Eastern Carolina University, University of North Carolina Chapel Hill, Johns Hopkins, University of Southern California, and the University of Utah. Within the state, the University of Kentucky offers a certificate in Health Communication with a focus on research in the behavioral sciences. Our proposed certificate will take a more applied approach to communicating in healthcare contexts and will be offered online. Our proposed certificate will provide students in the WKU region access to an applied health communication program, and will also be available to a broader population of distance learning students.

3.12 Relationship of the proposed certificate program to the university mission and objectives: The Communicating in Healthcare Certificate fits within WKU's mission in that it provides an opportunity for students to engage in lifelong learning opportunities as the certificate will appeal to current graduate students as well as working healthcare professionals, and it will enhance the quality of life for those within our reach as we work to improve health literacy and promote positive health behaviors.

4. **Curriculum:**

   Graduate Certificate: Communicating in Healthcare (On-Line)

   12 Credit Hours

   Core Courses (Required: 6 hours)
   COMM 523: Health Communication (3)
   COMM 553: Health Communication Campaigns (New Course) (3)

   Restricted Elective (Required: 3 hours)
   COMM 528: Communication in the Nonprofit Sector (3)
   COMM 564: Crisis Communication (3)
   COMM 578: Seminar in Interpersonal Communication (3)
   COMM 581: Applied Organizational Communication (3)
   COMM 586: Processes of Group Communication (3)
   COMM 590: Intercultural Communication (New Course) (3)

   Free Elective (Required: 3 hours)

   HCA 540: Health Care Organization and Management (3)
   HCA 541: Strategic Management and Marketing of Health Services (3)
   PH 548: Community Health Organizations (3)
   PH 564: Public Health Issues in Women's Health (3)
   PH 587: Health Behavior (3)
   GERO 501: Perspectives in Aging (3)

5. **Budget implications:** Current staffing is adequate. However, if the program grows as we hope, the department might need to request additional faculty lines.

6. **Proposed term for implementation:** Fall 2014

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

   Department of Communication: 2/13/2014_____

   PCAL Curriculum Committee   3/06/2014_____

   Contact with Office of Academic Affairs   _2/13/2014_____

   Graduate Council   ___ April 10, 2014_____

   University Senate   _____

   Board of Regents   _____