



Graduate Council

Agenda—December 8, 2016  
Academic Affairs Conference Room WAB 239

1. Call to Order
2. Consideration of November 10, 2016 minutes
3. Committee Reports
  - a. Curriculum Committee (report Included as Attachment 1)
  - b. Policy Committee
  - c. Student Research Grants Committee
4. Report from Dean of the Graduate School
  - a. Graduate Faculty (Report Included as Attachment 2)
5. Public Comments
6. Announcements & Adjourn

# Attachment 1

## Graduate Council Program and Curriculum Committee (GCC)

**Report to the Graduate Council**

Date: November 28, 2016

From: Kirk Atkinson, Chair

December 8, 2016 GC

**Consent Agenda Report.** The GCC submits the following consent items from its November 28, 2016 meeting for approval by the Graduate Council.

1. Revise Courses

Proposal to Revise a Course

Item: CNS 560

Contact: Jill Sauerheber

Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)

Phone: (270) 745-4799

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Proposal to Revise a Course

Item: CNS 592

Contact: Jill Sauerheber

Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)

Phone: (270) 745-4799

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Proposal to Revise a Course

Item: PSY 895

Contact: Rick Grieve

Email: [rick.grieve@wku.edu](mailto:rick.grieve@wku.edu)

Phone: (270) 745-4417

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2. Revise Programs

Proposal to Revise a Program

Item: 044, MAE Literacy Education

Contact: Nancy Hulan

Email: [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu)

Phone: (270) 745-4324

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Proposal to Revise a Program

Item: 159, Extension from Elementary or Secondary Guidance to P-12, Certification-Only

Contact: Jill Sauerheber

Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)

Phone: (270) 745-4799

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Proposal to Revise a Program

Item: 145, Student Affairs in Higher Education, Master of Arts in Education

Contact: Jill Sauerheber

Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)

Phone: (270) 745-4799

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Proposal to Revise a Program  
Item: 043, Marriage, Couple and Family Counseling  
Contact: Jill Sauerheber  
Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)  
Phone: (270) 745-4799

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Proposal to Revise a Program  
Item: 043, Clinical Mental Health Counseling  
Contact: Jill Sauerheber  
Email: [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu)  
Phone: (270) 745-4799

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**Action Agenda Report.** The GCC submits the following Action Items from its November 28, 2016 meeting for discussion and action by the Graduate Council.

047: Adult Education Referred back to GCCC October 13<sup>th</sup> meeting – not voted on by GCCC

Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), (270) 745-3892

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**GCC Members Present: (shaded in yellow not present)**

- Dr. Kirk Atkinson, Chair (GFCB) - Email: [kirk.atkinson@wku.edu](mailto:kirk.atkinson@wku.edu)
- Dr. Marge Maxwell, (CEBS) - Email: [marge.maxwell@wku.edu](mailto:marge.maxwell@wku.edu)
- Dr. Andrew Rosa, (UC) - Email: [andrew.rosa@wku.edu](mailto:andrew.rosa@wku.edu)
- Dr. Chris Groves, (OCSE) - Email: [chris.groves@wku.edu](mailto:chris.groves@wku.edu) (Traveling this semester)
- Dr. Dorothea Browder (PCAL) - Email: [dorothea.browder@wku.edu](mailto:dorothea.browder@wku.edu)
- Dr. Amy Cappiccie, (CHHS) - Email: [amy.cappiccie@wku.edu](mailto:amy.cappiccie@wku.edu)

Please remind all college representatives to use the provided WORD DOCX format forms on the web site ([www.wku.edu/gcc](http://www.wku.edu/gcc)) and not old forms from previous proposals or PDF's.

**Revise a Course  
(Action)**

Date: October 19, 2016

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

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

**1. Identification of course**

- 1.1 Course prefix (subject area) and number: CNS 560
- 1.2 Course title: Professional Studies in Counseling and Marriage and Family Therapy  
Previous course description: Historical, philosophical, and societal dimensions of clinical mental health and marriage, couple, and family counseling. Legal and ethical issues in professional counseling.

**2. Proposed change(s):**

- 2.1 course number: CNS 560
- 2.2 course title: Professional Studies in Clinical, Family and School Counseling
- 2.3 credit hours: 3
- 2.4 grade type: Standard Letter Grading
- 2.5 prerequisites: None
- 2.6 corequisites: None
- 2.7 course description: Historical, philosophical, and societal dimensions of clinical mental health counseling; marriage, couple, and family counseling; and school counseling. Legal and ethical issues and professional identity in counseling.
- 2.8 other: N/A

**3. Rationale for revision of course:** The course currently is the introduction course for the Clinical Mental Health Counseling and Marriage, Couple and Family Counseling programs. The proposed revision will replace the CNS 550 Introduction to Counseling course in the School Counseling program; and will be the introduction course for all three programs. The faculty believe it is critical that students in each program track area understand each other's professional orientations to assist them in conducting competent consultations and collaborations among various systems to best help their future clients and students.

**4. Term of implementation:** Fall 2017

**5. Dates of committee approvals:**

|  |                  |
|--|------------------|
| Department                                     | October 19, 2016 |
| College Curriculum Committee                   | <hr/> 11/01/2016 |
| Professional Education Council (if applicable) | <hr/> 11/09/2016 |
| Graduate Curriculum Committee                  | <hr/> 11/28/2016 |
| Graduate Council                               | <hr/>            |
| University Senate                              | <hr/>            |

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

## Revise a Course

### (Action)

Date: October 19, 2016

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

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

#### 6. Identification of course

- 1.1 Course prefix (subject area) and number: CNS 592
- 1.2 Course title: Crisis Counseling

Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events.

#### 7. Proposed change(s):

- 7.1 course number: CNS 592
- 7.2 course title: Crisis, Trauma and Violence Counseling
- 7.3 credit hours: 3
- 7.4 grade type: Standard Letter Grading
- 7.5 prerequisites:
- 7.6 corequisites: None
- 7.7 course description: Theory and practice of crisis, trauma and violence counseling.  
Application of intervention and prevention strategies in individual, family and systemic crisis, violence, disaster, and trauma causing events.
- 7.8 other: N/A

**8. Rationale for revision of course:** The proposed name and course description change more appropriately meets the current trends in the profession and accreditation requirements for the revised 2016 Council for Accreditation of Counseling & Related Educational Programs standards.

**9. Term of implementation:** Fall 2017

#### 10. Dates of committee approvals:

|  |                  |
|--|------------------|
| Department                                     | October 19, 2016 |
| College Curriculum Committee                   | <hr/> 11/01/2016 |
| Professional Education Council (if applicable) | <hr/> 11/09/2016 |
| Graduate Curriculum Committee                  | <hr/> 11/28/2016 |
| Graduate Council                               | <hr/>            |
| University Senate                              | <hr/>            |

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

**Revise a Course  
(Action)**

Date: September 15, 2016

College, Department: CEBS, Psychology

Contact Person: Rick Grieve, [rick.grieve@wku.edu](mailto:rick.grieve@wku.edu), 5-4417

**11. Identification of course**

- 1.1 Course prefix (subject area) and number: PSY 895
- 1.2 Course title: Predoctoral Internship

**12. Proposed change(s):**

- 12.1 course number:
- 12.2 course title:
- 12.3 credit hours: 1, 2, or 3
- 12.4 grade type:
- 12.5 prerequisites:
- 12.6 corequisites:
- 12.7 course description:
- 12.8 other:

**13. Rationale for revision of course:**

Students must be enrolled in a university-related course in order to complete their predoctoral internship. Many internships begin over the summer. In order to accommodate students' different internship schedules, we believe having different hour options available each semester will be beneficial.

**14. Term of implementation: Fall 2017**

**15. Dates of committee approvals:**

|  |                   |
|--|-------------------|
| Department                                     | October 14, 2016  |
| College Curriculum Committee                   | November 1, 2016  |
| Professional Education Council (if applicable) |                   |
| Graduate Curriculum Committee                  | November 28, 2016 |
| Graduate Council                               |                   |
| University Senate                              |                   |

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

**Revise a Program  
(Action)**

Date: October 1, 2016

College: College of Education and Behavioral Sciences

Department: School of Teacher Education

Contact Person: Nancy Hulan, [nancy.hulan@wku.edu](mailto:nancy.hulan@wku.edu), 270-745-4324

**1. Identification of program:**

- 1.1 Reference number: 044
- 1.2 Program title: MAE Literacy Education

**2. Proposed change(s):**

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum: Delete two courses (LTCY 518 and EDFN 500) from the program of study and add options to restricted electives list and specialization component
- 2.4  other:

**3. Detailed program description:**

| Existing Program  |  |       | Revised Program   |  |       |
|---|--|-------|---|--|-------|
| Code  | Title  | Hours | Code  | Title                                      | Hours |
| <b>Required Professional Education Component (21 hours)</b> |  |       | <b>Required Professional Education Component (18 hours)</b> |  |       |
| LTCY 518  | Literacy Learning and Technology                     | 3     | LTCY 518  | Literacy Learning and Technology           | 3     |
| LTCY 519  | Foundations Reading Instruction                      | 3     | LTCY 519  | Foundations Reading Instruction            | 3     |
| LTCY 520  | Clinical Diagnosis of Reading Variability            | 3     | LTCY 520  | Clinical Diagnosis of Reading Variability  | 3     |
| LTCY 521  | Reading Intervention                                 | 3     | LTCY 521  | Reading Intervention                       | 3     |
| LTCY 524  | Content Area Literacy                                | 3     | LTCY 524  | Content Area Literacy                      | 3     |
| LTCY 527  | Literacy Learning and Cultural Differences           | 3     | LTCY 527  | Literacy Learning and Cultural Differences | 3     |
| LTCY 528  | Literacy Research Methods and Evaluation             | 3     | LTCY 528  | Literacy Research Methods and Evaluation   | 3     |
| <b>Specialization Component (3 hours)</b>                   |  |       | <b>Specialization Component (3 hours)</b>                   |  |       |
| Select one of the following:                                |  |       | Select one of the following:                                |  |       |
| LTCY 523  | Diagnostic Reading Procedures for Classroom Teachers |       | LTCY 523  | Diagnostic Reading                         |       |
| LTCY 624  | Seminar in Literacy Issues and                       |       |   |  |       |

|   |   |   |           |   |   |   |
|---|---|---|-----------|---|---|---|
|   | Trends  |   |           |   | Procedures for Classroom Teachers                       |   |
| LTCY 695  | Internship in Literacy Supervision                      |   |           | LTCY 624  | Seminar in Literacy Issues and Trends                   |   |
| <b>Select one restricted elective from the following: (3 hours)</b> |   |   |           | LTCY 695  | Internship in Literacy Supervision                      |   |
| PSY 510   | Advanced Educational Psychology                         |   |           | <b>LTCY 515</b>   | <b>Socio-Cognitive Theories of Comprehension</b>        |   |
| PSY 511   | Psychology of Learning                                  |   |           | <b>Select one restricted elective from the following: (3 hours)</b> |   |   |
| PSY 519   | Psychological Perspectives on Classroom Behavior        |   |           | PSY 510   | Advanced Educational Psychology                         |   |
| PSY 540   | Behavior Problems of Childhood and Adolescence          |   |           | PSY 511   | Psychology of Learning                                  |   |
| ELED 503  | Organization of Elementary School Curriculum            |   |           | PSY 519   | Psychological Perspectives on Classroom Behavior        |   |
| MGE 571   | Middle Grades Curriculum                                |   |           | PSY 540   | Behavior Problems of Childhood and Adolescence          |   |
| SPED 516  | The Exceptional Child: Perspectives and Issues          |   |           | ELED 503  | Organization of Elementary School Curriculum            |   |
| SEC 580   | Curriculum  |   |           | MGE 571   | Middle Grades Curriculum                                |   |
| ENG 597   | Special Topics in English                               |   |           | SPED 516  | The Exceptional Child: Perspectives and Issues          |   |
| LME 518   | Advanced Children's Literature                          |   |           | SEC 580   | Curriculum  |   |
| LME 527   | Thematic Approach to Young Adult Literature             |   |           | ENG 597   | Special Topics in English                               |   |
| SPED 523  | Curriculum/Methods in Early Childhood Special Education |   |           | LME 518   | Advanced Children's Literature                          |   |
| <b>Research Foundations</b>   |   |   |           | LME 527   | Thematic Approach to Young Adult Literature             |   |
| EDFN 500  | Research Methods  | 3 |           | SPED 523  | Curriculum/Methods in Early Childhood Special Education |   |
| <b>Thesis/Non-Thesis Option</b>                                     |   |   |           | <b>Research Foundations</b>   |   |   |
| Select one of the following options:                                |   | 6 |           | EDFN 500  |   | 3 |
| Thesis:   |   |   |           | Select one of the following options:                                |   |   |
| LTCY 599  | Thesis Research and Writing                             |   |           | Thesis:   |   |   |
| Non-Thesis Option:  |   |   |           | LTCY 599  | Thesis Research and                                     |   |
| LTCY 522  | Investigations in Reading                               |   |           |   |   |   |
| LTCY 624  | Seminar in Literacy Issues and Trends                   |   |           |   |   |   |
| <b>Total Hours</b>  |   |   | <b>36</b> |   |   |   |



|  |                    |   |           |
|--|--------------------|---|-----------|
|  |                    | Writing (6)                               |           |
|  | Non-Thesis Option: |   |           |
|  | LTCY 522           | Investigations in Reading (3)             |           |
|  | LTCY 624           | Seminar in Literacy Issues and Trends (3) |           |
|  | <b>Total Hours</b> |   | <b>30</b> |

**4. Rationale:**

Due to changes in the field of literacy education and the integration of technology into coursework, rather than as an “add-on”, the literacy faculty wishes to delete LTCY 518 from the required courses for this MAE. Program faculty will address Kentucky Teacher Standard 6 – Technology: *Uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research* through other coursework in authentic and meaningful ways.

This program already includes a research course, LTCY 528, Literacy Research Methods and Evaluation. The deletion of EDFN 500 is in response to student feedback that the course did not benefit their understanding of the content and that the LTCY 528 course is better suited and more rigorous toward the needs of Literacy MAE candidates.

Options have been added to the restricted elective list due to the addition of quality and pertinent coursework across the university since the creation of this program. An option has been added to the specialization component which will be a new course upon approval and implementation by the Fall 2017.

**5. Proposed term for implementation: Fall 2017**

**6. Dates of committee approvals:**

|  |                   |
|--|-------------------|
| Department                                     | <u>10-14-16</u>   |
| College Curriculum Committee                   | <u>11-1-16</u>    |
| Professional Education Council (if applicable) | <u>11-09/16</u>   |
| Graduate Curriculum Committee                  | <u>11/28/2016</u> |
| Graduate Council                               | _____             |
| University Senate                              | _____             |

**Revise a Program  
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

**1. Identification of program:**

- 1.1 Reference number: 159
- 1.2 Program title: Extension from Elementary or Secondary Guidance to P-12, Certification-Only (159, KGCS)

**2. Proposed change(s):**

- 2.1  title:
- 2.2  admission criteria:
- 2.3  curriculum:
- 2.4  other:

**3. Detailed program description:**

| Existing Program   | Revised Program  |
|--|--|
| (Insert existing program language)                               | (Identify deletions by strike-through and highlight additions.)          |
| <b>Program Requirements (6 hours)</b>                            | <b>Program Requirements (6 hours)</b>                                    |
| To extend the certification to P-12, students must complete:     | To extend the certification to P-12, students must complete:             |
| Course List  | Course List  |
| <b>Code</b> <b>Title</b> <b>Hours</b>                            | <b>Code</b> <b>Title</b> <b>Hours</b>                                    |
| <a href="#">CNS 568</a> Counseling Children and Adolescents    3 | <a href="#">CNS-568</a> <del>Counseling Children and Adolescents</del> 3 |

|                         |  |   |  |  |   |
|-------------------------|--|---|--|--|---|
| <a href="#">CNS 660</a> | Organization and Administration of Guidance Services | 3 | <a href="#">CNS 660</a>                            | Organization and Administration of Guidance Services | 3 |
| Total Hours             |  | 6 |  |  |   |
|                         |  |   | CNS 557 Human and Family Development in Counseling |  | 3 |
|                         |  |   | CNS 666 Ethics and Legal Issues in Counseling      |  | 3 |
|                         |  |   | Total Hours  |  | 6 |

4. **Rationale:** The 48-hour School Counseling program is being revised to a 36-hour program. Due to changes within the School Counseling MAE curriculum, changes in this teacher certification program must follow suit as noted above.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

|  |                         |
|--|-------------------------|
| Department                                     | <u>October 19, 2016</u> |
| College Curriculum Committee                   | <u>11/01/2016</u>       |
| Professional Education Council (if applicable) | <u>11/09/2016</u>       |
| Graduate Curriculum Committee                  | <u>11/28/2016</u>       |
| Graduate Council                               | _____                   |
| University Senate                              | _____                   |

**Revise a Program  
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

**1. Identification of program:**

1.1 Reference number: 145

1.2 Program title: Student Affairs in Higher Education, Master of Arts in Education

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum:

2.4  other:

**3. Detailed program description:**

| Existing Program   | Revised Program   |
|--|---|
| <p>(Insert existing program language)</p> <p><b>Program Admission</b></p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential</p> | <p>(Identify deletions by strike-through and highlight additions.)</p> <p><b>Program Admission</b></p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential</p> |

success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

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

#### STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

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

#### STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

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

success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

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

#### STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

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

#### STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

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

|   |   |
|---|---|
| <p>1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> | <p>1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks. Program Coordinators will oversee the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> |
|   |   |

4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

|  |                          |
|--|--------------------------|
| Department                                     | <u>October 19, 2016</u>  |
| College Curriculum Committee                   | <u>November 1, 2016</u>  |
| Professional Education Council (if applicable) | _____                    |
| Graduate Curriculum Committee                  | <u>November 28, 2016</u> |
| Graduate Council                               | _____                    |
| University Senate                              | _____                    |

**Revise a Program  
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799

**1. Identification of program:**

1.1 Reference number: 043

1.2 Program title: MAE in Counseling: Marriage, Couple, and Family Counseling Concentration

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum:

2.4  other:

**3. Detailed program description:**

| Existing Program   | Revised Program  |
|--|--|
| (Insert existing program language)   | (Identify deletions by strike-through and highlight additions.)  |
| <b>Program Admission</b>   | <b>Program Admission</b>   |
| Application Deadline is October 15 for spring admission; and March 15 for fall admission.  | Application Deadline is October 15 for spring admission; and March 15 for fall admission.  |
| Overview of the Application Process for Master's Degree Programs   | Overview of the Application Process for Master's Degree Programs   |
| Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the | Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the |

|  |   |
|--|---|
| <p>submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p> <p>After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> <li>1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts</li> <li>2. Statement of Interest</li> <li>3. KSP background check and signed statement</li> <li>4. Resume</li> </ol> <p>In addition to the Graduate School</p> | <p>submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.</p> <p>After completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.</p> <p>STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS</p> <p>Completed applications include various application materials that must be completed by the application deadlines. Application portfolios should reflect thought, attention to detail, and appropriate effort. You are applying to a competitive graduate program; it is important that your portfolio represents you in a positive yet realistic manner. Please allow yourself at least a few weeks to complete the entire process.</p> <p>All of the following materials should be submitted directly through the Graduate School application:</p> <ol style="list-style-type: none"> <li>1. Graduate School Application Form - requirements include a non-refundable application fee and official transcripts</li> <li>2. Statement of Interest</li> <li>3. <del>KSP background check and signed statement</del> <b>A background check</b></li> <li>4. Resume</li> </ol> <p>In addition to the Graduate School</p> |
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application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is received, separate instructions will be sent for completing this process.

**STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW**

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

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

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

**Program Requirements (60 hours)**  
Counseling Core Requirements

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

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

**Program Requirements (60 hours)**  
Counseling Core Requirements

|  |   |   |   |
|--|---|---|---|
| <a href="#">CNS 552</a> Testing and Assessment in Counseling   | 3 | <a href="#">CNS 552</a> Testing and Assessment in Counseling  | 3 |
| <a href="#">CNS 554</a> Group Counseling   | 3 | <a href="#">CNS 554</a> Group Counseling  | 3 |
| <a href="#">CNS 555</a> Social and Cultural Diversity in Counseling  | 3 | <a href="#">CNS 555</a> Social and Cultural Diversity in Counseling   | 3 |
| <a href="#">CNS 556</a> Developmental Career Counseling  | 3 | <a href="#">CNS 556</a> Developmental Career Counseling   | 3 |
| <a href="#">CNS 557</a> Human and Family Development in Counseling   | 3 | <a href="#">CNS 557</a> Human and Family Development in Counseling  | 3 |
| <a href="#">CNS 558</a> Theories of Counseling   | 3 | <a href="#">CNS 558</a> Theories of Counseling  | 3 |
| <a href="#">CNS 559</a> Techniques of Counseling   | 3 | <a href="#">CNS 559</a> Techniques of Counseling  | 3 |
| <a href="#">CNS 560</a> Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling | 3 | <a href="#">CNS 560</a> Professional Studies in Clinical Mental Health and Marriage, Couple and Family Counseling<br>Clinical, Family and School Counseling | 3 |
| <a href="#">CNS 567</a> Mental Health Diagnosis and Treatment in Counseling  | 3 | <a href="#">CNS 567</a> Mental Health Diagnosis and Treatment in Counseling   | 3 |
| <a href="#">CNS 583</a> Couples Counseling   | 3 | <a href="#">CNS 583</a> Couples Counseling  | 3 |
| <a href="#">CNS 588</a> Family Systems Counseling  | 3 | <a href="#">CNS 588</a> Family Systems Counseling   | 3 |
| <a href="#">CNS 591</a> Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum <sup>1</sup>      |   | <a href="#">CNS 591</a> Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum<br>Crisis, Trauma and Violence Counseling                  | 3 |
|  |   | <a href="#">CNS 592</a>   | 3 |

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|   | 3  |   |    |
| <a href="#">CNS 596</a> Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship <sup>1,2</sup>                       | 6  | <a href="#">CNS 596</a> Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship <sup>1,2</sup>                       | 6  |
| <a href="#">CNS 598</a> Research and Program Evaluation in Counseling   | 3  | <a href="#">CNS 598</a> Research and Program Evaluation in Counseling   | 3  |
| <a href="#">CNS 637</a> Theories of Addictions  | 3  | <a href="#">CNS 637</a> Theories of Addictions  | 3  |
| Concentration   |    | Concentration   |    |
| Select a Concentration  | 12 | Select a Concentration  | 12 |
| Total Hours   | 60 | Total Hours   | 60 |
| <sup>1</sup> To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval. |    | <sup>1</sup> To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval. |    |
| <sup>2</sup> Internship must be taken over a period of two semesters.   |    | <sup>2</sup> Internship must be taken over a period of two semesters.   |    |
| <b>Marriage, Couple, and Family Counseling Concentration (CMCF)</b>   |    | <b>Marriage, Couple, and Family Counseling Concentration {CMCF}</b>   |    |
| CNS 582 Sex Therapy Techniques in Counseling  | 3  | CNS 582 Sex Therapy Techniques in Counseling  | 3  |
| CNS 586 Parenting Issues  | 3  | CNS 586 Parenting Issues  | 3  |
| CNS 592 Crisis Counseling   | 3  |   |    |
| CNS 606 Family Counseling Techniques  | 3  | <del>CNS 606 Family Counseling Techniques</del> 3   |    |
|   |    | <b>Marriage, Couple, and Family Counseling</b>  |    |

|   |   |
|---|---|
| <p>Total Hours 12</p> <p>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 <a href="http://www.edu/csa/sc/comp_exam">www.edu/csa/sc/comp_exam</a>.</p> | <p>Concentration elective selected in a consultation with an advisor 3</p> <p>Total Hours 9</p> <p>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 <a href="http://www.edu/csa/sc/comp_exam">www.edu/csa/sc/comp_exam</a>.</p> |
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4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

The core requirements of all counseling programs are being revised to meet both the latest 2016 CACREP-accreditation standards. No courses have been added or deleted from the original MCFC program except for the deletion of CNS 606 Family Counseling Techniques. The addition of CNS 606 to the MCFC curriculum was a recent one, spearheaded by the previous Department Chair. Removing the course will have no impact on LPCA or MFTA credentialing. The benefit of dropping it is that it will open the curriculum up for an elective (which it does not currently have). Additionally, given limited faculty resources, maintaining a required course that is not required for licensure or accreditation places unnecessary load on the department.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

|  |                          |
|--|--------------------------|
| Department                                     | <u>October 19, 2016</u>  |
| College Curriculum Committee                   | <u>November 1, 2016</u>  |
| Professional Education Council (if applicable) | _____                    |
| Graduate Curriculum Committee                  | <u>November 28, 2016</u> |
| Graduate Council                               | _____                    |
| University Senate                              | _____                    |

**Revise a Program  
(Action)**

Date: October 19, 2016

College: College of Education and Behavioral Sciences

Department: Counseling & Student Affairs

Contact Person: Jill Duba Sauerheber, Ph.D., [jillduba.sauerheber@wku.edu](mailto:jillduba.sauerheber@wku.edu), 5-4799  
 Andrea Jenkins, Ph.D., [andrea.jenkins@wku.edu](mailto:andrea.jenkins@wku.edu)

**1. Identification of program:**

1.1 Reference number: 043

1.2 Program title: MAE in Counseling: Clinical Mental Health Counseling Concentration

**2. Proposed change(s):**

2.1  title:

2.2  admission criteria:

2.3  curriculum:

2.4  other:

**3. Detailed program description:**

| Existing Program  | Revised Program   |
|---|---|
| <p>(Insert existing program language)</p> <p><b>Program Admission</b></p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall, respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach</p> | <p>(Identify deletions by strike-through and highlight additions.)</p> <p><b>Program Admission</b></p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall,</p> |

involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

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

#### STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

In addition to the Graduate School application process, students entering the Student Affairs program may be asked to submit a Case Study Writing Sample. Once the completed application is

respectively. Reviews employ a holistic approach to evaluate applicants' potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate applicants' application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

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

1. Graduate School Application Form - requirements include a non-refundable application

received, separate instructions will be sent for completing this process.

**STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW**

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

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

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

**Program Requirements (60 hours)**

Counseling Core Requirements

|                         |   |   |
|-------------------------|---|---|
| <a href="#">CNS 552</a> | Testing and Assessment in Counseling        | 3 |
| <a href="#">CNS 554</a> | Group Counseling                            | 3 |
| <a href="#">CNS 555</a> | Social and Cultural Diversity in Counseling | 3 |

fee and official transcripts

2.Statement of Interest

3.~~KSP background check and signed statement~~ **A background check**

4.Resume

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

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| <a href="#">CNS 556</a> Developmental Career Counseling   | 3 | Program Coordinators will oversee the application process.   |
| <a href="#">CNS 557</a> Human and Family Development in Counseling  | 3 |  |
| <a href="#">CNS 558</a> Theories of Counseling  | 3 |  |
| <a href="#">CNS 559</a> Techniques of Counseling  | 3 |  |
| <a href="#">CNS 560</a> Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling          | 3 | Please refer to the admission section of this catalog for Graduate School admission requirements.  |
| <a href="#">CNS 567</a> Mental Health Diagnosis and Treatment in Counseling   | 3 | <b>Program Requirements (60 hours)</b>   |
| <a href="#">CNS 583</a> Couples Counseling  | 3 | Counseling Core Requirements   |
| <a href="#">CNS 588</a> Family Systems Counseling   | 3 | <a href="#">CNS 552</a> Testing and Assessment in Counseling 3   |
| <a href="#">CNS 591</a> Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum <sup>1</sup>               | 3 | <a href="#">CNS 554</a> Group Counseling 3   |
| <a href="#">CNS 596</a> Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship <sup>1,2</sup> | 6 | <a href="#">CNS 555</a> Social and Cultural Diversity in Counseling 3  |
|   |   | <a href="#">CNS 556</a> Developmental Career Counseling 3  |
|   |   | <a href="#">CNS 557</a> Human and Family Development in Counseling 3   |
|   |   | <a href="#">CNS 558</a> Theories of Counseling 3   |
|   |   | <a href="#">CNS 559</a> Techniques of Counseling 3   |
|   |   | <a href="#">CNS 560</a> Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling <del>Clinical, Family and School Counseling</del> 3 |
|   |   | <a href="#">CNS 567</a> Mental Health Diagnosis and Treatment in Counseling 3  |
|   |   | <a href="#">CNS 583</a> Couples Counseling 3   |
|   |   | <a href="#">CNS 588</a> Family Systems Counseling 3  |

|   |  |
|---|--|
| <p><a href="#">CNS 598</a> Research and Program Evaluation in Counseling 3</p> <p><a href="#">CNS 637</a> Theories of Addictions 3</p> <p>Concentration</p> <p>Select a Concentration 12</p> <p>Total Hours 60</p> <p><sup>1</sup> To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.</p> <p><sup>2</sup> Internship must be taken over a period of two semesters.</p> <p><b>Clinical Mental Health Counseling Concentration (CMHC)</b></p> <p><a href="#">CNS 568</a> Counseling Children and Adolescents 3</p> <p>or <a href="#">CNS 569</a> Play Therapy</p> <p><a href="#">CNS 587</a> Professional Mental Health Counseling Practice 3</p> <p><a href="#">CNS 592</a> Crisis Counseling 3</p> <p>Clinical Mental Health Counseling elective selected in a consultation with an advisor 3</p> <p>Total Hours 12</p> | <p><a href="#">CNS 591</a> Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum <sup>1</sup> 3</p> <p><a href="#">CNS 592</a> Crisis, Trauma and Violence Counseling 3</p> <p><a href="#">CNS 596</a> Clinical Mental Health Counseling/Marriage, Couple, and Family Counseling Internship <sup>1,2</sup> 6</p> <p><a href="#">CNS 598</a> Research and Program Evaluation in Counseling 3</p> <p><a href="#">CNS 637</a> Theories of Addictions 3</p> <p>Concentration</p> <p>Select a Concentration 12</p> <p>Total Hours 60</p> <p><sup>1</sup> To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain department approval.</p> <p><sup>2</sup> Internship must be taken over a period of two semesters.</p> <p><b>Clinical Mental Health Counseling (CMHC) Concentration (CMHC)</b></p> |
|---|--|

|                            |   |              |
|----------------------------|---|--------------|
| <a href="#">CNS-568</a>    | <del>Counseling Children and Adolescents</del>            | <del>3</del> |
| or <a href="#">CNS-569</a> | <del>Play Therapy</del>                                   |              |
| <a href="#">CNS-587</a>    | <del>Professional Mental Health Counseling Practice</del> | <del>3</del> |
| <del>CNS-592</del>         | <del>Crisis Counseling</del>                              | <del>3</del> |

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](http://www.edu/csa/sc/comp_exam).

Clinical Mental Health Counseling electives selected in a consultation with an advisor 3 12

Total Hours 12

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4. **Rationale:** The Department is receiving an increasingly number of out-of-state, as well as mobile applicants. In order to properly screen such applicants, we want to replace the KSP with a national background check.

The core requirements of all counseling programs are being revised to meet both the latest 2016 CACREP-accreditation standards. In addition, the previous curriculum of the Clinical Mental Health Counseling program offered only 1 elective. The proposed curriculum will offer 4 electives. This will allow students to specialize by choosing Electives that suit their professional interests; and engage in certificate programs. Further, graduates will have developed a more focused knowledge and skill base than what the current curriculum offers. This could possibly help with increased employment opportunities and may have a wider appeal to increase enrollments in this program. CNS 583 Couples Counseling was dropped from CORE as it was not a requirement for accreditation in the CMHC program. However, it will still be offered in the Marriage, Couple and Family Counseling Program and can be taken as an elective.

5. **Proposed term for implementation:** Fall 2017

6. **Dates of committee approvals:**

|  |                          |
|--|--------------------------|
| Department                                     | <u>October 19, 2016</u>  |
| College Curriculum Committee                   | <u>November 1, 2016</u>  |
| Professional Education Council (if applicable) | _____                    |
| Graduate Curriculum Committee                  | <u>November 28, 2016</u> |
| Graduate Council                               | _____                    |
| University Senate                              | _____                    |

# Action Item Agenda

College of Education and Behavioral Sciences  
Department of Educational Administration, Leadership and Research  
Proposal to Revise A Program  
(Action Item)

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

**1. Identification of program:**

- 1.3 Current program reference number: 047
- 1.4 Current program title: Adult Education
- 1.5 Credit hours: 30 - 39

**2. Identification of the proposed program changes:**

- Add ID 583 and remove PSYS 773 to Training and Development Concentration
- Add ID electives to Training and Development Concentration

**3. Detailed program description:**

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.

**Adult Education – General Concentration** The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, a research foundations course, and two 3-hour electives. The student and his or her advisor choose electives relevant to the student's area of interest. The remaining six hours will be attained through completion of a thesis or the

The Master of Arts in Education in Adult Education prepares students for professional adult education practice at the graduate level to teach adults in a variety of settings. These settings include community education, adult basic education, adult literacy, corporate training, human resources and organizational development, workplace training, patient education, technical and community colleges, and other adult learning centers. Students select the General concentration, the Community and Technical College Concentration, or the Higher Education Concentration.

**Adult Education – General Concentration** The 30-hour General Concentration in Adult Education consists of a required core of 9 semester hours in Adult Education, 6 additional hours of Adult Education, a research foundations course, and two 3-hour electives, and 6 hours of capstone experience coursework. The student and his or her advisor choose electives relevant to the student's area of

following two additional courses are required (ADED 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**General Adult Education Concentration**

*Core Courses (9 hours)*

| <u>Course</u> | <u>Name</u> |
|---------------|-------------|
|---------------|-------------|

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development (3)

**Additional Adult Education Courses**

- ADED 530 Program Planning for Adults (3)
- ADED 540 History and Philosophy of Adult Education(3)

**Electives\_6 hours**

Courses may be selected from the following or from other courses with prior approval of advisor:

- ADED 598 Adult Education Seminar (3)
- CNS 555 Social and Cultural Diversity in Counseling (3)
- CNS 556 Developmental Career Counseling (3)
- CNS 557 Human and Family Development in Counseling (3)
- CNS 572 American College Student (3)

interest. The remaining six hours will be attained through completion of a thesis or the following two additional courses are required (ADED 590 – Adult Education Practicum and ADED 597 – Directed Study in Adult Education). Students completing the additional non-thesis courses will be required to make a presentation of their findings of their applied research project. All students taking the non-thesis option are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**General Adult Education Concentration**

*Core Courses (9 hours)*

| <u>Course</u> | <u>Name</u> |
|---------------|-------------|
|---------------|-------------|

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development(3)

**Additional Adult Education Courses**

- ADED 530 Program Planning for Adults (3)
- ADED 540 History and Philosophy of Adult Education(3)

**Electives\_6 hours**

Courses may be selected from the following or from other courses with prior approval of advisor:

- ADED 598 Adult Education Seminar (3)
- CNS 555 Social and Cultural Diversity in Counseling (3)
- CNS 556 Developmental Career Counseling (3)
- CNS 557 Human and Family Development in Counseling (3)
- CNS 572 American College Student (3)
- CNS 574 Student Development in Higher Education

|   |   |
|---|---|
| <p>CNS 574 Student Development in Higher Education (3)</p> <p>CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3)</p> <p>CNS 580 Family Life Studies (3)</p> <p>CNS 586 Parenting Issues (3)</p> <p>CNS 667 Drug Abuse Counseling (3)</p> <p>CNS 670 Parameters of Law in Student Affairs and Higher Education (3)</p> <p>SPED 516 Exceptional Child: Perspectives and Issues (3)</p> <p>SPED 518 Seminar: Contemporary Challenges in Spec. Ed. (3)</p> <p>SPED 534 Seminar: Research in Exceptional Child Education (3)</p> <p>LTCY 519 Foundations of Reading Instruction (3)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3)</p> <p>LME 535 Survey of Educational Technology Practices (3)</p> <p>LME 537 Principles of Educational Technology Practices (3)</p> <p>PSY 510 Advanced Educational Psychology (3)</p> <p>PSY 511 Psychology of Learning (3)</p> <p>Research Foundations (3 hours)</p> <p>EDFN 500 Research Methods (3)</p> <p>or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i></p> | <p>(3)</p> <p>CNS 577 Counseling Concepts and Applications for Student Affairs Professionals (3)</p> <p>CNS 580 Family Life Studies (3)</p> <p>CNS 586 Parenting Issues (3)</p> <p>CNS 667 Drug Abuse Counseling (3)</p> <p>CNS 670 Parameters of Law in Student Affairs and Higher Education (3)</p> <p>SPED 516 Exceptional Child: Perspectives and Issues (3)</p> <p>SPED 518 Seminar: Contemporary Challenges in Spec. Ed. (3)</p> <p>SPED 534 Seminar: Research in Exceptional Child Education (3)</p> <p>LTCY 519 Foundations of Reading Instruction (3)</p> <p>LTCY 523 Diagnostic Reading Procedures for Classroom Teachers (3)</p> <p>LME 535 Survey of Educational Technology Practices (3)</p> <p>LME 537 Principles of Educational Technology Practices (3)</p> <p>PSY 510 Advanced Educational Psychology (3)</p> <p>PSY 511 Psychology of Learning (3)</p> <p><i>Research Foundations (3 hours)</i></p> <p>EDFN 500 Research Methods (3)</p> <p>or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> <p><b>Capstone Experience:</b></p> |
|---|---|

ADED 599 Thesis  
 or  
*Non-Thesis Option (6 hours)*  
 ADED 590 Adult Education Practicum (3)  
 ADED 597 Directed Study in Adult Education (3)

**Adult Education – Community and Technical College Concentration** The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations course, and two capstone experience courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**Community and Technical College Concentration**

*Core Courses (9 hours)*

Course            Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Development and Learning (3)

**Additional Higher Education Courses**

EDFN 612 Seminar in Community College Teaching

**Discipline Courses (18 hours)**

Eighteen hours of content specific courses related to

*Thesis Option (6 hours)*  
 ADED 599 Thesis  
 or  
*Non-Thesis Option (6 hours)*  
 ADED 590 Adult Education Practicum (3)  
 ADED 597 Directed Study in Adult Education (3)

**Adult Education – Community and Technical College Concentration** The 39-hour Community and Technical College concentration is designed for individuals who work in Community and Technical College settings. The program consists of a required core of 9 hours in Adult Education, 3 additional hours of higher education courses, 18 hours of content specific graduate courses approved in conjunction with the corresponding discipline, a research foundations (3 credit hours) course, and two capstone experience (6 credit hours) courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**Community and Technical College Concentration**

*Core Courses (9 hours)*

Course            Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Development and Learning(3)

**Additional Higher Education Courses**

EDFN 612 Seminar in Community College Teaching

**Discipline Courses (18 hours)**

Eighteen hours of content specific courses related to the student’s teaching discipline in technical or community colleges



the student's teaching discipline in technical or community colleges

**Research Foundations (3 hours)**

EDFN 500 Research Methods

or equivalent as approved by advisor

**Capstone Experience (6 hours)**

ADED 590 Adult Education Practicum (3)

ADED 597 Directed Study in Adult Education (3)

**Adult Education – Higher Education Concentration**

The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of EDFN 500 – Research Methods, 6 hours of capstone experience, and 12 hours of concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**Higher Education Concentration**

*Core Courses (9 hours)*

Course                      Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Learning and Development (3)

*Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by*

**Research Foundations (3 hours)**

EDFN 500 Research Methods

or equivalent as approved by advisor

**Capstone Experience (6 hours)**

ADED 590 Adult Education Practicum (3)

ADED 597 Directed Study in Adult Education (3)

**Adult Education – Higher Education Concentration**

The 30-hour Higher Education concentration is designed for individuals who work in higher education settings, providing training or instructional development to faculty and staff. The program consists of a required core of 9 hours in Adult Education, 3 hours of ~~EDFN 500 – Research Methods~~ **research foundations**, 6 hours of capstone experience, and 12 hours of **additional Adult and Higher Education** concentration courses. All students are required to take a comprehensive exam. All students are expected to take EDFN 500 – Research Methods within the first twelve hours of their program.

**Higher Education Concentration**

*Core Courses (9 hours)*

Course                      Name

ADED 510 Introduction to Adult Education (3)

ADED 520 Methods for Teaching Adults (3)

ADED 611 Adult Learning and Development (3)

*Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:*

ADED 530 Program Planning for Adults (3)

*your advisor:*

ADED 530 Program Planning for Adults (3)

EDFN 612 Seminar in Community College Teaching (3)

EDFN 685 Issues in Higher Education (3)

EDFN 675 Higher Education in America (3)

EDFN 721 - Postsecondary Change and Culture (3)

EDFN 724 - Leadership in Community and Technical Colleges (3)

EDLD 728 - Postsecondary Economics and Finance (3)

ID 570 Principles of Instructional Design. (3)

~~ID 573 Instructional Performance and Task Analysis (3)~~

ID 583 Training Materials (3)

ID 585 Distance Delivery Systems (3)

**Research Methods Course (3 hours)**

EDFN 500 Research Methods

**Capstone Experience:**

*Students may choose one of the following two options:*

*Thesis Option (6 hours)*

ADED 599 Thesis (6)

or

*Non-Thesis Option (6 hours)*

ADED 590 Adult Education Practicum (3)

EDFN 612 Seminar in Community College Teaching (3)

EDFN 685 Issues in Higher Education (3)

EDFN 675 Higher Education in America (3)

EDFN 721 - Postsecondary Change and Culture (3)

EDFN 724 - Leadership in Community and Technical Colleges (3)

EDLD 728 - Postsecondary Economics and Finance (3)

**ID 560 Instructional Design Foundations (3)**

ID 570 Principles of Instructional Design. (3)

**ID 572 Performance Improvement Analysis in the Workplace (3)**

ID 583 Training Materials (3)

ID 585 Distance Delivery Systems (3)

**Research Methods Foundations Course (3 hours)**

EDFN 500 Research Methods

**Capstone Experience:**

*Students may choose one of the following two options:*

*Thesis Option (6 hours)*

ADED 599 Thesis (6)

or

*Non-Thesis Option (6 hours)*

ADED 590 Adult Education Practicum (3)

ADED 597 Directed Study in Adult Education (3)

**Adult Education – Training and Development**

**Concentration** The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business,

ADED 597 Directed Study in Adult Education (3)

**Adult Education – Training and Development**

**Concentration** The 30-hour Training and Development concentration is designed for individuals who either work or would like to work as a trainer in the workplace. This would include business, military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults, 3 hours of EDFN 500 – Research Methods, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

**Concentration in Training and Development**

*Core Courses (9 hours)*

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development (3)

*Additional Required Courses*

- ADED 530 Program Planning for Adults (3)
- ~~PSYS 773 Employee Training and Development Issues for Organizational Leaders (3)~~

*Electives (9 hours): Select from the following or from other courses as approved by advisor:*

- ID 570 Principles of Instructional Design (3)
- ~~ID 573 Instructional Performance and Task Analysis(3)~~
- ID 577 Management of Instructional Systems (3)
- ~~ID 581 Ethical and Legal Issues in Instructional~~

military, and community education settings among others. The program consists of a required core of 9 hours in Adult Education, 3 additional hours in ADED 530 – Program Planning for Adults of additional required courses, 3 hours of EDFN 500 – Research Methods-research foundation, six hours of capstone experience, and 9 hours of electives. All students are required to take a comprehensive exam. All students are required to take EDFN 500 – Research Methods within the first 12 hours of their program.

**Concentration in Training and Development**

*Core Courses (9 hours)*

- ADED 510 Introduction to Adult Education (3)
- ADED 520 Methods for Teaching Adults (3)
- ADED 611 Adult Learning and Development (3)

*Additional Required Courses (6 hours)*

- ADED 530 Program Planning for Adults (3)

**ID 583 Training Design and Development(3)**

*Electives (9 hours): Select from the following or from other courses as approved by advisor:*

- ID 560 Instructional Design Foundations (3)**
- ID 570 **Systematic Instructional Design (3)**
- ID 577 Management of Instructional Systems (3)
- ID 585 Distance Education Opportunities and Challenges(3)**
- ID 587 **Trends and Issues in Instructional Design (3)**
- ID 588 Multimedia Design (3)**
- ID 595 Internship in Instructional Design (3)
- LME 535 Survey of Educational Technology Practices (3)

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| <p><del>Design (3)</del></p> <p><del>ID 583 Training Methods (3)</del></p> <p><del>ID 585 Distance Delivery Systems (3)</del></p> <p>ID 587 Issues and Problems in Instructional Design (3)</p> <p>ID 595 Advanced Instructional Design Studio (3)</p> <p>LME 535 Survey of Educational Technology Practices (3)</p> <p>LME 537 Principles of Education Technology Applications (3)</p> <p>LME 545 Education Technology Production (3)</p> <p>LME 547 Integration of Education Technology (3)</p> <p>EDFN 501 Educational Statistics (3)</p> <p>EDFN 601 Applied Statistics and Design</p> <p>EDFN 603 Qualitative Research in Education (3)</p> <p>CNS 555 Social and Cultural Diversity in Counseling (3)</p> <p>CNS 589 Group Dynamics in Student Affairs and Higher Education (3)</p> <p>CNS 637 Theories of Addictions (3)</p> <p>CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3)</p> <p>CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i></p> <p>EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><i>Students may take one of the following two options:</i></p> | <p>LME 537 Principles of Education Technology Applications (3)</p> <p>LME 545 Education Technology Production (3)</p> <p>LME 547 Integration of Education Technology (3)</p> <p>EDFN 501 Educational Statistics (3)</p> <p>EDFN 601 Applied Statistics and Design</p> <p>EDFN 603 Qualitative Research in Education (3)</p> <p>CNS 555 Social and Cultural Diversity in Counseling (3)</p> <p>CNS 589 Group Dynamics in Student Affairs and Higher Education (3)</p> <p>CNS 637 Theories of Addictions (3)</p> <p>CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3)</p> <p>CNS 667 Substance Abuse and Dependency Counseling (3)</p> <p><i>Research Foundations (3 hours)</i></p> <p>EDFN 500 Research Methods or equivalent as approved by advisor</p> <p><b>Capstone Experience:</b></p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> ADED 599 Thesis</p> <p style="text-align: center;">or</p> <p><i>Non-Thesis Option (6 hours)</i></p> <p>ADED 590 Adult Education Practicum (3)</p> <p>ADED 597 Directed Study in Adult Education (3)</p> |
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Thesis Option (6 hours) ADED 599 Thesis  
 or  
 Non-Thesis Option (6 hours)  
 ADED 590 Adult Education Practicum (3)  
 ADED 597 Directed Study in Adult Education (3)

**Admission Requirements**

Admission to all ADED concentrations requires the student to meet **ONE** of the following:

1. Admission with GRE and GAP score:
  - a. Minimum GAP score of 2200 [GAP = (GRE-V + GRE-Q) x Undergraduate GPA] on the GRE taken before August 2011. Minimum Analytical Writing score of 3.5.
  - b. Minimum GAP score of 550 [GAP = (GRE-V + GRE-Q) + (Undergraduate GPA x 100)] on GRE taken after August 2011, with a minimum GRE-V of 139 and GRE-Q of 139. Minimum Analytical Writing score of 3.5. Applicant is responsible for maintaining contact with the Graduate School, (270) 745-2446.
2. Applicants with an undergraduate degree from an accredited university and an undergraduate GPA of 2.75 or higher submit a portfolio that will be reviewed by the Adult Education Admissions committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, [www.wku.edu/aded](http://www.wku.edu/aded).
3. Applicants with a previous master's degree from an accredited university and a graduate grade point average of 3.0 or higher submit a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website, [www.wku.edu/aded](http://www.wku.edu/aded).
4. Applicants with an undergraduate grade point average below a 2.75 submit qualifying

**Admission Requirements**

Admission requires an earned degree from an accredited institution with (a minimum undergraduate GPA of 2.75 or a Master's degree with a GPA of 3.0) and ONE of the following:

- Portfolio submission (portfolio content requirements are online at [www.wku.edu/aded](http://www.wku.edu/aded)); OR,
- Minimum GRE (August, 2011 or later) scores: verbal 139, quantitative 139, analytical writing 3.5

Applicants who do not meet admission requirements may be considered for alternate admission under the College of Education and Behavior Science's Alternate Admissions policy. Contact the program coordinator for details.

Please refer to the [admission section](#) of this catalog for Graduate School admission requirements.

|  |  |
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| <p>GAP/GRE-AW scores and a portfolio that will be reviewed by the Adult Education Admission committee and used to determine recommendations for admission. Requirements for putting together the portfolio can be found on the WKU MAE in Adult Education website. Applicants who choose not to take the GRE or whose GAP/GRE-AW scores do not meet stated program minimums may apply for consideration under the College of Education and Behavior Science's alternate admissions policy. Please contact the program coordinator for details.</p> |  |
|--|--|

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

- There is a slight modification to the listing of courses for the Training and Development Concentration; we have removed PSYS 773 and added ID 583. ID 583 better serves the needs of the program and its students.
- We have added more ID courses as electives and updated the titles of those courses to their current name.
- Included updated language for the admission section to more closely align with new Graduate School requirements.

**5. Proposed term for implementation: Fall, 2017**

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

**Attachment: Program Inventory Form**

|  |                           |
|--|---------------------------|
| Department                                     | <u>September 27, 2016</u> |
| College Curriculum Committee                   | <u>October 4, 2016</u>    |
| Professional Education Council (if applicable) | _____                     |
| Graduate Curriculum Committee                  | <u>November 28, 2016</u>  |
| Graduate Council                               | _____                     |
| University Senate                              | _____                     |

## Attachment 2

### GRADUATE FACULTY REPORT – December 2016

#### Regular

| <u>Name</u>   | <u>Department</u> |
|---------------|-------------------|
| Downing, Neal | AMS               |

#### Associate

| <u>Name</u> | <u>Department</u> |
|-------------|-------------------|
|-------------|-------------------|

#### Temporary

| <u>Name</u>     | <u>Department</u>           |
|-----------------|-----------------------------|
| Logsdon, Jeremy | School of Teacher Education |

#### Adjunct

| <u>Name</u>          | <u>Department</u>              |
|----------------------|--------------------------------|
| All, John            | Diversity & Community Studies  |
| Coldiron, Sarah      | Psychological Sciences         |
| Crittenden, Margaret | EALR                           |
| Nelms, Jerrod        | Public Health                  |
| Stone, Daniel        | MBA                            |
| Weakley, Thomas      | School of Professional Studies |