

CEBS CURRICULUM COMMITTEE
3:00 pm – September 4, 2012
GRH 3073

I. Approval of Minutes of the June 5, 2012 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Department of Counseling and Student Affairs

1. Revise Course Prerequisites/Corequisites – CNS 559, Techniques of Counseling
2. Revise a Program - #048, Planned Sixth-Year/Rank I: Standard Guidance
3. Revise a Program - #159, Certification-only, Provisional to P-12 Standard Guidance, Concentration KGCP

Department of Psychology

1. Revise Course Prerequisites – PSY 405G, Cognitive Psychology
2. Revise Course Prerequisites – PSY 410G, Psychology of Learning
3. Revise Course Prerequisites – PSY 513, Advanced Statistical Analysis
4. Revise course Prerequisites – PSY 514, Program Evaluation.
5. Delete a Course – PSY 475/PSY 475G, Grant Writing
6. Multiple Revisions to a Course – PSY 480G, Physiological Psychology

III. **Other Business**

- Elect a new Vice Chair
- Report from the Alternate Admissions Subcommittee
- Select new members for the Alternate Admissions Subcommittee for 2012/13
- Report from Ad Hoc Subcommittee on Academic Integrity
- Review the Meeting Schedule for the CEBS CC for 2012/2013

Proposal Date: 6/20/12

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

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

1. Identification of course:

- 1.1 Course prefix (subject area) and number: CNS 559
- 1.2 Course title: Techniques of Counseling
- 1.3 Credit hours: 3

2. Current prerequisites/corequisites/special requirements:

Prerequisite: CNS 558 Counseling Theories

3. Proposed prerequisites/corequisites/special requirements:

Prerequisite: Departmental permission.

4. Rationale for the revision of prerequisites/corequisites/special requirements:

Current prerequisite is not essential and creates scheduling and program planning issues. The addition of departmental permission as a prerequisite ensures that departmental advising procedures have been followed.

5. Effect on completion of major/minor sequence:

Not applicable

6. Proposed term for implementation:

Spring 2013

7. Dates of prior committee approvals:

Department of Counseling and Student Affairs: _____ 4/11/12

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council: _____

University Senate _____

Attachment: Course Inventory Form

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

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

1. Identification of program:

- 1.1 Current program reference number: #048
- 1.2 Current program title: Planned Sixth-Year/Rank I: Standard Guidance
- 1.3 Credit hours: 6 – 24. To be recommended for Rank I: Standard Guidance, student must have completed a total of at least 60 graduate hours, including a master's degree in school counseling and P-12 certification.

2. Identification of the proposed program changes:

- Clarify admission requirements
- Revise program requirements
- Clarify requirements for continuing certification, standard guidance, and Rank I.

3. Detailed program description:

<p>Planned Sixth-Year/Rank I: Standard Guidance, Ref. #048</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://www.wku.edu/csa/programs/programs_o_ered.php.</p> <p>For individuals with a master's degree in school counseling, the Rank I leads to standard guidance certification. The Rank I is designed to provide additional preparation and competency for the school counselor.</p> <p>The combined master's and Rank I program requires a minimum of 60 hours and one year's experience as a school counselor. Many individuals complete the course work prior to completing the experience requirements.</p>	<p>Planned Sixth-Year/Rank I and Standard Guidance Certification Program, Ref. #048</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) is found on the departmental website at: http://www.wku.edu/csa/sc/rank1.php.</p> <p>This program is designed for individuals with a master's degree in school counseling who have a Kentucky School Counselor Certification. Program requirements are presented in three parts: courses for P-12 Certification, additional courses for Standard Guidance Certification, and additional courses for Rank I status. The P-12, Standard Guidance, and Planned 6th Year Rank I course work is designed to provide additional preparation and competency for school counseling.</p> <p>P-12 Certification is a prerequisite for Standard Guidance and Rank I status. Individuals certified at the elementary (Grades K-8) or</p>
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Admission Requirements

Please refer to the university admission requirements for graduate individuals found in the [Admission section](#) of this catalog.

Program Requirements (for individuals who possess a provisional school counseling certificate)

The specific requirements for the Planned Sixth-Year/Rank I: Standard Guidance are as follows:

Master's in School Counseling 30-36 hours

CNS 556 Developmental Career Counseling 3 hours

CNS 666 Legal & Ethical issues in Counseling 3 hours

CNS Electives 6 hours

Advisor Approved Electives 12-18 hours Minimum

Total Hours: 60 hours

Individuals who currently have Provisional Guidance Certification in either Elementary or Secondary Guidance

may extend their certification to P-12 by taking two of the following courses:

CNS 568 Counseling Children and Adolescents

CNS 590 Practicum

CNS 660 Administration of Counseling Services

secondary (Grades 5-12) levels must first complete the 6 semester hours required to obtain P-12 Certification. The combined master's and Rank I programs **for individuals with P-12 Guidance Certification** require a minimum of 60 hours. **Standard Guidance Certification is earned after one year of experience as a school counselor for those certified as teachers and two years of experience for those not previously certified as teachers.** Many individuals complete the course work prior to completing the experience requirements.

Admissions Requirements

To be admitted to the P-12, Standard Guidance, and Rank I Programs, applicants must complete the Graduate Studies application process. Admission requires applicants to document completion of a master's degree in school counseling and current certification as a school counselor in Kentucky.

Program Requirements

Specific requirements for P-12, Standard Guidance, and Rank I depend on the applicant's master's degree program and current certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the master's degree.

RANK I AND STANDARD GUIDANCE CERTIFICATION REQUIREMENTS FOR INDIVIDUALS WHO POSSESS CURRENT SCHOOL COUNSELING CERTIFICATION AT THE ELEMENTARY (GRADES K-8) OR SECONDARY (GRADES 5-12) LEVEL
State regulations require individuals who possess school counseling certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification and Rank I Status. To earn P-12 Certification, individuals must complete the following courses:
CNS 568 Counseling Children and Adolescents 3 hours
CNS 660 Administration of Counseling Services 3 hours

STANDARD GUIDANCE PROGRAM

**REQUIREMENTS FOR INDIVIDUALS
HOLDING THE P-12 SCHOOL
COUNSELING CERTIFICATE AND WHO
HAVE COMPLETED A 30 OR 36-HOUR
PROGRAM IN SCHOOL COUNSELING**

The following courses (6 hours) are required to achieve Standard Guidance Certification:

CNS 556 Developmental Career Counseling 3 hours

CNS 666 Legal and Ethical Issues in Counseling 3 hours

**STANDARD GUIDANCE PROGRAM
REQUIREMENTS FOR INDIVIDUALS
HOLDING THE P-12 SCHOOL
COUNSELING CERTIFICATE AND WHO
HAVE COMPLETED A 48-HOUR PROGRAM
IN SCHOOL COUNSELING CONSISTENT
WITH CACREP SCHOOL COUNSELING
STANDARDS**

The following courses (6 hours) are required to qualify for Standard Guidance Certification:

CNS 666 Legal and Ethical Issues in Counseling 3 hours AND

One of the following courses:

CNS 592 Crisis Counseling 3 hours

CNS 637 Theories of Addiction 3 hours

CNS 569 Play Therapy 3 hours

**RANK I PROGRAM REQUIREMENTS FOR
INDIVIDUALS WITH STANDARD
GUIDANCE CERTIFICATION WHO HAVE
COMPLETED A 30 OR 36-HOUR PROGRAM
IN SCHOOL COUNSELING**

Six courses (18 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard Guidance Certification and a 30 hour master's degree program in School Counseling. Four

courses (12 hours) are required to achieve eligibility for Rank I status for individuals who have completed requirements for Standard

Guidance Certification and a 36 hour master's degree program in School Counseling. These

hours must be in addition to those completed in the student's master's degree program and those completed to qualify for Standard

Guidance Certification. For the Rank I, the total number of graduate hours earned must be at least 60, including the master's degree.

**All individuals must take
CNS 658 Seminar Guidance/Counseling 3 hours
– AND - Five of the following courses not
previously completed for individuals who have
completed a 30 hour master’s degree program
in School Counseling. –OR- Three of the
following courses not previously completed for
those who have completed a 36 hour master’s
degree program in School Counseling:
CNS 592 Crisis Counseling 3 hours
CNS 637 Theories of Addiction 3 hours
CNS 569 Play Therapy 3 hours
CNS 584 Counseling Violent and Dysfunctional
Families 3 hours
CNS 586 Parenting Issues 3 hours
CNS 562 Counseling Adolescents 3 hours
CNS 653 Brief Counseling 3 hours
CNS 580 Family Life Studies 3 hours
One CNS Elective selected with prior approval
of advisor.**

**RANK I PROGRAM REQUIREMENTS FOR
INDIVIDUALS WITH STANDARD
GUIDANCE CERTIFICATION WHO HAVE
COMPLETED A 48-HOUR PROGRAM IN
SCHOOL COUNSELING CONSISTENT
WITH CACREP SCHOOL COUNSELING
STANDARDS**

**Two of the following courses (6 hours) are
required to qualify for Rank I Status for
individuals who have completed requirements
for Standard Guidance Certification. These
hours must be in addition to those completed in
the student’s master’s degree program and to
hours completed for Standard Guidance
Certification. For the Rank I, the total number
of graduate hours earned must be at least 60,
including the master’s degree.**

**CNS 592 Crisis Counseling 3 hours
CNS 637 Theories of Addiction 3 hours
CNS 569 Play Therapy 3 hours
CNS 584 Counseling Violent and Dysfunctional
Families 3 hours
CNS 586 Parenting Issues 3 hours
CNS 562 Counseling Adolescents 3 hours
CNS 653 Brief Counseling 3 hours
CNS 580 Family Life Studies 3 hours
One CNS Elective selected with prior approval
of advisor.**

~~A certified teacher with a master's degree in a
content area other than school counseling may
obtain a Provisional Guidance Certificate P-12 by~~

<p>completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program. For certified teachers, completion of a second master's degree in school counseling provides eligibility for Rank I pay status.</p>	<p>A certified teacher with a master's degree in a content area other than school counseling may obtain a Provisional Guidance Certificate P-12 by completing a second master's degree in School Counseling. Up to 12 hours of acceptable previous graduate work may be applied to this program if completed within the previous 6 years. However, all courses counted in the program must meet current standards. Because some older courses may not meet current standards, it may be necessary to evaluate older courses to determine whether they may be counted in the student's program.</p>
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4. Rationale for the proposed program change:

- The previous information about admission requirements did not provide sufficient explanation of the admission requirements applicable to students in three different situations: those seeking only the Rank I, those seeking certification-only to move from Provisional to Standard P-12 Guidance, and those seeking to extend their elementary or secondary guidance certification to P-12. The proposed admission requirements will provide greater clarity.
- Program requirements for Standard Guidance Certification and Rank I were specified to reflect curricular changes effective fall 2011 in the MAE School Counseling program #046 (48 semester hours) and address the curriculum of individuals completing the School Counseling Program prior to 2011. The programs prior to 2011 included variable curricular requirements and total semester hours (30 and 36 semester hours).
- Proposed changes reflect courses necessary to meet state regulations for Standard Guidance Certification and Rank I status for individuals who have completed these variable programs of study. Revisions reflect state regulations for provisional certification to provide requirements for P-12 provisional certification.

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

Upon approval of the Professional Education Council

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs 7/20/2012

CEBS Curriculum Committee _____

Professional Education Council _____

Graduate Council (for information) _____

University Senate (for information) _____

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

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

1. Identification of program:

- 1.1 Current program reference number: #159
- 1.2 Current program title: Certification-only, Provisional to P-12 Standard Guidance, Concentration KGCP
- 1.3 Credit hours: 6-12

2. Identification of the proposed program changes:

- Clarify admission requirements
- Revise program requirements
- Clarify requirements for continuing certification and standard guidance.

3. Detailed program description:

<p>Provisional to P-12 Standard Guidance, Concentration KGCP, Ref.#159</p> <p>Complete program information (e.g., admission requirements, curriculum, etc.) may be found on the departmental website. Students may pursue the certifications listed below as certification-only programs or as part of the Planned Sixth-Year/Rank I in Guidance.</p>	<p>Provisional to P-12 Standard Guidance, Concentration KGCP, Ref.#159</p> <p>Current program information (e.g., admission requirements, required curriculum, etc.) is found on the departmental website at: http://www.wku.edu/csa/sc/. Students may pursue the certifications listed below as certification-only programs or as part of the Planned Sixth-Year/Rank I in Guidance. Those seeking the Planned Sixth-Year/Rank I in Guidance should note that it requires other course work in addition to the courses described below.</p> <p>The Provisional to P-12 Standard Guidance program is designed for individuals with a master's degree in school counseling who have provisional P-12 Guidance Certification. P-12 Guidance Certification is a prerequisite for Standard Guidance Certification. Individuals certified at the elementary (Grades K-8) or secondary (Grades 5-12) levels must first complete the 6 semester hours required to obtain P-12 Certification.</p>
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Admission Requirements

To be admitted to pursue P-12 Standard Guidance certification applicants must document completion of a graduate degree in School Counseling and provisional P-12 guidance certification.

Certification Requirements

~~Students must complete CNS 556 Developmental Career Counseling (3 hours) and CNS 666 Legal and Ethical Issues in Counseling (3 hours). In addition, in order to receive Standard Guidance certification, applicants must document one year of experience as a school counselor. Students may complete the course work for Standard certification prior to completing the experience requirement.~~

Standard Guidance Certification requires both completion of required course work and completion of one year of employment as a school counselor for those certified as teachers or two years of employment for those not previously certified as teachers. Many individuals complete the course work prior to completing the experience requirements.

Admissions Requirements

To be admitted to the P-12, Standard Guidance Certification program, **applicants must complete the Graduate Studies application process. Admission requires applicants to document completion of a master's degree in school counseling and current guidance certification in Kentucky.**

Certification Requirements

Specific requirements for P-12 and Standard Guidance depend on the applicant's master's degree program and current certification.

STANDARD GUIDANCE CERTIFICATION REQUIREMENTS FOR INDIVIDUALS WHO POSSESS CURRENT GUIDANCE CERTIFICATION AT THE ELEMENTARY (GRADES K-8) OR SECONDARY (GRADES 5-12) LEVEL

State regulations require individuals who possess guidance certification at the elementary (K-8) or secondary (5-12) level first to complete requirements (6 hours) for P-12 Certification. P-12 Certification is a prerequisite for Standard Guidance Certification. To earn P-12 Certification, individuals must complete the following courses:

CNS 568 Counseling Children and Adolescents (3 hours)

CNS 660 Administration of Counseling Services (3 hours)

STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 GUIDANCE CERTIFICATE AND WHO HAVE COMPLETED A 30 OR 36-HOUR PROGRAM IN SCHOOL COUNSELING

The following courses (6 hours) are required to achieve Standard Guidance Certification:

	<p>CNS 556 Developmental Career Counseling (3 hours) CNS 666 Legal and Ethical Issues in Counseling (3 hours)</p> <p>STANDARD GUIDANCE PROGRAM REQUIREMENTS FOR INDIVIDUALS HOLDING THE P-12 GUIDANCE CERTIFICATE AND WHO HAVE COMPLETED A 48-HOUR PROGRAM IN SCHOOL COUNSELING CONSISTENT WITH CACREP SCHOOL COUNSELING STANDARDS</p> <p>The following courses (6 hours) are required to qualify for Standard Guidance Certification: CNS 666 Legal and Ethical Issues in Counseling (3 hours) - AND - One of the following courses: CNS 592 Crisis Counseling (3 hours) CNS 637 Theories of Addiction (3 hours) CNS 569 Play Therapy (3 hours)</p>
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4. Rationale for the proposed program change:

- The previous information about admission requirements did not provide sufficient explanation of the admission requirements applicable to students in two different situations: those seeking certification-only to move from Provisional to Standard P-12 Guidance, and those seeking to extend their elementary or secondary guidance certification to P-12. The proposed admission requirements will provide greater clarity.
- Program requirements for Standard Guidance Certification were specified to reflect curricular changes effective Fall 2011 in the MAE School Counseling program #046 (48 semester hours) and address the curriculum of individuals completing the School Counseling Program prior to 2011. The programs prior to 2011 included variable curricular requirements and total semester hours (30 and 36 semester hours).
- Proposed changes reflect courses necessary to meet state regulations for Standard Guidance Certification for individuals who have completed variable programs of study. Revisions reflect state regulations for provisional certification to provide requirements for P-12 provisional certification.

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

Upon approval of the Professional Education Council

6. Dates of prior committee approvals:

Department of Counseling and Student Affairs

7/25/2012

CEBS Curriculum Committee

Professional Education Council

Graduate Council (for information)

University Senate (for information)

Proposal Date: 10/14/2011

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom, e-mail: steven.haggbloom@wku.edu, phone: 5-4427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 405G
 - 1.2 Course title: Cognitive Psychology
 - 1.3 Credit hours: 3
- 2. Current prerequisites:**

PSY 100, and junior standing or permission of the instructor
- 3. Proposed prerequisites:** A research methods course or permission of the instructor.
- 4. Rationale for the revision of prerequisites:**

A research methods course will provide students with knowledge and skills that should contribute to success in PSY 405G.
- 5. Effect on completion of major/minor sequence:**

PSY 405G is not a required course for any graduate program so this change will have no effect on degree completion.
- 6. Proposed term for implementation:** Spring 2013
- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>12/14/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 12/14/2011

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom, e-mail: steven.haggbloom@wku.edu, phone: 5-4427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 410G
 - 1.2 Course title: Psychology of Learning
 - 1.3 Credit hours: 3
- 2. Current prerequisites:**

PSY 100, and junior standing or permission of the instructor
- 3. Proposed prerequisites:** A research methods course or permission of the instructor.
- 4. Rationale for the revision of prerequisites:**

A research methods course will provide students with knowledge and skills that should contribute to success in PSY 410G.
- 5. Effect on completion of major/minor sequence:**

PSY 410G is not a required course for any graduate program so this change will have no effect on degree completion.
- 6. Proposed term for implementation:** Spring 2013
- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>12/14/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/13/12

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 513
 - 1.2 Course title: Advanced Statistical Analysis
 - 1.3 Credit hours: 3

- 2. Current prerequisites requirements:** PSY 512 or permission of instructor.

- 3. Proposed prerequisites requirements:** Graduate standing or permission of instructor.

- 4. Rationale for the revision of prerequisite requirements:** Having PSY 512 as a prerequisite only served the purpose of maintaining course sequencing. The content of PSY 512 is not required for student success in PSY 513. Because of recent changes to the Psychology M.A. Program, students in the Clinical Psychology Concentration will take PSY 513, but PSY 512 is no longer required in that concentration. In the new Psychological Science Concentration, some students may complete PSY 513 before enrolling in PSY 512.

- 5. Effect on completion of major/minor sequence:** This change has no effect on completion of the M.A. program other than to remove a prerequisite requirement for a course that students in the Clinical M.A. concentration are not required to take.

- 6. Proposed term for implementation:** Spring 2013

- 7. Dates of prior committee approvals:**

Department of Psychology:	<u>April 13, 2012</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: 4/13/12

**College of Education and Behavioral Sciences
Department of Psychology
Proposal to Revise Course Prerequisites
(Consent Item)**

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number: PSY 514
 - 1.2 Course title: Program Evaluation
 - 1.3 Credit hours: 3
- 2. Current prerequisites requirements:** PSY 512 or equivalent.
- 3. Proposed prerequisites requirements:** Graduate standing or permission of instructor.
- 4. Rationale for the revision of prerequisite requirements:** Having PSY 512 as a prerequisite only served the purpose of maintaining course sequencing. The content of PSY 512 is not required for student success in PSY 514. Because of recent changes to the Psychology Ed.S..Program requirements, students in that program are no longer required to take PSY 512.
- 5. Effect on completion of major/minor sequence:** This change has no effect on completion of the Ed.S. program other than to remove a prerequisite requirement for a course that students in that program are not required to take.
- 6. Proposed term for implementation:** Spring 2013
- 7. Dates of prior committee approvals:**

Department of Psychology: April 13, 2012

CEBS Curriculum Committee _____

Graduate Council _____

University Senate _____

Attachment: Course Inventory Form

4/13/2012

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

Contact Person: Steven J. Haggbloom, steven.haggbloom@wku.edu, 54427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 475/PSY 475G
- 1.2 Course title: Grant Writing
- 1.3 Credit hours: 3

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

3. Effect of course deletion on programs or other departments, if known: This course is not required in the psychology majors and so its deletion will have no effect on program completion.

4. Proposed term for implementation: Spring, 2013

5. Dates of prior committee approvals:

Department of Psychology:	<u>4/13/2012</u>
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

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

Contact Person: Steven J. Haggbloom, email: steven.haggbloom@wku.edu, phone: 5-4427

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: PSY 480G
- 1.2 Course title: Physiological Psychology
- 1.3 Credit hours: 3

2. Revise course title: N/A

- 2.1 Current course title: Physiological Psychology
- 2.2 Proposed course title: Behavioral Neuroscience
- 2.3 Proposed abbreviated title: Behavioral Neuroscience
- 2.4 Rationale for revision of course title: This change reflects contemporary nomenclature. The textbook used for this class was titled *Foundations of Physiological Psychology* until the latest edition which has the title *Foundations of Behavioral Neuroscience*. There was no substantive change in the content of the text other than to bring it more up to date.

3. Revise course number: N/A

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

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisites: PSY 100, and junior standing or permission of the instructor.
- 4.2 Proposed prerequisites: A research methods course or permission of the instructor.
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: A research methods course will provide students with knowledge and skills that should contribute to success in PSY 480G.
- 4.4 Effect on completion of major/minor sequence: PSY 480G is not a required course for any graduate program so this change will have no effect on degree completion.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Study of physiological mechanisms underlying behavior with an emphasis on current research on neurological, biochemical, and sensory mechanisms as they influence behavior.
- 5.2 Proposed course catalog listing: An examination of the neurological bases of human and animal behavior emphasizing brain processes and structures underlying major psychological constructs such as sensation and perception, learning and memory, motivation and emotion, communication, reproductive behavior, and neurological and psychological disorders.
- 5.3 Rationale for revision of course catalog listing: The revised course listing more clearly describes the content of the course.

6. Revise course credit hours: N/A

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

7. Proposed term for implementation: Spring 2013.

8. Dates of prior committee approvals:

Department of Psychology:	<u>12/14/2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

Attachment: Course Inventory Form

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 07/26/12

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of two applications for alternate admission to the MAE in Secondary Education program (Ref. #103) and returned their recommendations to me by 7/19/12. The four subcommittee members who participated in the review recommended that C.T. and H.U. be admitted unconditionally to the GSKyTeach cohort within the ARTC-MAE program in Secondary Education.

Subcommittee members reviewed the application using the *Checklist for Alternate Admissions Subcommittee*, which was developed based on the college's policy for alternate admission applications. I have returned both alternate admission applications to Graduate Studies with the recommendation indicated.

College of Education and Behavioral Sciences

Academic Integrity Policy Statement

Academic Integrity

Institutions of higher learning were founded on the fundamental purpose of effectively preparing their graduates for what they would be facing in the world of work and citizenship beyond the college or university. Regardless of the field of endeavor, the “credential” supplied by the institution – a degree or certification – was that entity’s stamp of approval suggesting at least a threshold competence level of the graduate had been met, with the transcript providing the quantitative and qualitative appraisal of accomplishment for the particular student. Grades were assigned based on the performance of students in classes listed on the document; instructors used a variety of means to determine those final grades. From these, a grade point average was calculated that indicated the composite success of the student in his or her effort during that portion of the academic career. This reality is still true today.

At the heart of this certifying credential is the *assumption* that the process has transpired following moral and ethical behaviors on the parts of all involved. When the integrity of the process has been compromised in some way, the integrity of the credential, the student, and the faculty member itself has been compromised. When the integrity of the credential has been compromised, the integrity of the institution has been likewise compromised. When this happens, society rightly can call into question the real worth of an academic degree or certification. Thus, preserving the integrity of the credentialing process in postsecondary education is of prime importance.

The following policy is an outgrowth of this fundamental belief by the faculty, administration, and staff of the College of Education and Behavioral Sciences. It will attempt to inform its readers concerning the importance of academic integrity, enumerate the various ways this integrity can be compromised, and provide guidelines for dealing with those who violate the tenets fundamental to preserving the integrity of higher learning.

Personal Integrity

Aside from the foregoing argument concerning the institution and the academic enterprise itself when integrity is compromised, there are the personal costs that need to be considered as well.

1. One of the few things that are in one’s total control is his or her personal integrity and the reputation that goes with it. Who one is, what one is, and what one stands for should be intensely protected, especially in today’s world of technology where evidence of poor judgment is potentially maintained online indefinitely. Once reputation has been compromised, it is difficult, if not impossible, to restore. The assumption by others is that if one will cheat in one arena (academics), then that person will cheat in another arena (life). On the other hand, preserving your reputation is an essential tool for success in life.

2. Like any breach of personal conscience, the first time is the most difficult. Once that barrier is broken, subsequent breaches seem less significant. Subtle trends develop and ultimately habits become engrained. Self-concept suffers in one of two ways: we think less of ourselves or we think more highly of ourselves than we should due to tainted success. When we know we have done all tasks to the best of our ability, we will gain confidence and self-respect that no one can take from us.
3. Regardless of the course or assignment under consideration – or how useless it might seem to the one completing it – that task contributes to one’s preparation for work and for life. We simply cannot determine the ultimate usefulness of any particular piece of information or any experience we encounter in college. Students should treat every assignment as that one piece that will better qualify them than the person next to them in the line for job interviews. Assuming an assignment/test/project is not important in the larger picture is no justification for using illegitimate means of completing it.
4. All of us want to be good at what we do in life. No one sets out to be bad at his or her chosen profession – or even mediocre. It is natural to want to be respected for what you do professionally. If you cheat in your professional preparation, you simply will not be as good as you could be. Those who are best at what they do, get ahead in life. Prepare yourself fully; assume responsibility.
5. Finally, something should be said concerning the protection of students who do not engage in these illegitimate behaviors to gain an advantage. Adoption and enforcement of policies that discourage unethical behavior has the additional benefit of protecting honest students, motivating them to persist in their honor, and promoting a larger environment of integrity on campus.

Types of Academic Dishonesty

In stark terms, the subject here is “cheating” in its wide variety of forms. It is necessary at this point to detail these types somewhat, as there seems to be a culture developing among students where definitions and distinctions of what is and is not acceptable are becoming blurred. A quick engine search can provide one with a complete list of what qualifies as “academic dishonesty” (e.g., plagiarism, fabrication, deception, collaboration, copying, cribbing, bribery, sabotage, and personation/substitution). The outline below lays out three categories under which all of these most logically might occur. **Essentially, students are expected to do work that is assigned to them and submit products that represent personal and individual effort only.** This principle generally applies to all work done for a class, regardless of the nature of the assignment, and instructors will stipulate when this is not the case. When students breach this fundamental guideline, it can be safely assumed that academic dishonesty has occurred.

1. In an exam setting
 - a. Presenting as your work, test answers that are not your work, including the following:
 - i. Using resources other than those specifically allowed by the instructor (e.g., notes or another person)
 - ii. Copying from another student’s test
 - iii. Using notes from any source during a test when notes are not allowed

- iv. Using materials that the instructor is not making available to the whole class (Exception: students with disabilities needing accommodations)
 - v. Recycling an assignment that has been used in another course (unless approved by the instructor)
 - b. Acquiring a copy of the exam without permission
 - c. Providing answers for or soliciting answers from another student with or without permission of the other student
(Note: This may either be an attempt to help or harm the targeted student)
- 2. On a written assignment
 - a. Presenting as your own work duplicated work that you did not create
 - i. Purchasing written work from an external source
 - ii. Copying work from a free external source (online or otherwise)
 - iii. Presenting as your work something another person has created
 - b. Altering text from another source
 - i. Altering select words of some original text in order to conceal plagiarism
- 3. (Note: More detail on this particular violation is provided below) Academic dishonesty that is possible in various settings
 - a. Providing money or favors in order to gain academic advantage
 - b. Falsely stating that work was given to the instructor at a certain time when it was not
 - c. Correcting the responses of a graded assignment and presenting them to the instructor as incorrectly graded material
 - d. Pretending to be someone you are not; taking the place of another
- 4. Or any other behavior that violates the basic principles of integrity and [honesty](#)

College Guidelines for Violations/Punishments

There are several sources of information already in existence that speak to the topic at hand. *The Western Creed* includes the phrase, “practicing personal and academic integrity.” The *Student Handbook* includes the following: “Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.” Other specific and more detailed sections in the *Handbook* include *Academic Integrity*, *Academic Dishonesty*, *Plagiarism*, and *Cheating*. Also, there is a section in the *Faculty Handbook* dealing with this issue on page 58. Serious consequences are attendant to such violations, including the possibility of dismissal from the university. Faculty are encouraged to report violations of these policies to the Office of Judicial Affairs in order to track these violations effectively and make sure that serial violators are treated accordingly.

The College of Education and Behavioral Sciences, in creating the current policy, is making an assertive statement about the importance of this issue and is attempting to educate both students and faculty in CEBS on its stance when violations occur. The administration is reluctant to prescribe detailed and conclusive actions on the part of faculty or departmental administrators when violations of this policy occur. Individual situations need to be evaluated at the time, based on the evidence presented, and these decisions rightly lie within the academic department. There may be mitigating circumstances that prevent the establishment of “absolutes” in these types of

serious violations. That said, the following are presented as strongly recommended guidelines and principles:

1. Faculty and administrators should be extremely diligent in protecting the academic integrity of programs and processes that transpire within departments. Violations of the type noted above mar the integrity of the academic enterprise which should be protected against those whose behavior damages it.
2. Faculty should consult resources provided by the Faculty Center for Excellence in Teaching (FaCET) that are intended to equip them adequately for this challenge. Resources there provide strategies to help reduce the incidence of academic dishonesty as well as ways to detect when these violations occur.
3. Violators should be punished and properly educated on the issue if a lack of understanding is what caused the violation. When a student “cheats” in one form or another and escapes what should be natural consequences, this encourages the student (and possibly others) to engage in the activity again. As the philosophy of most penal systems would suggest, punishment – fair, yet decisive – acts as a deterrent to violations. The more sure and severe the punishment, the fewer there should be who will attempt to game the system.
4. Faculty consensus should be the goal on this issue. Departments should have discussions that help faculty understand departmental expectations for enforcing academic integrity guidelines. Department personnel should require that faculty include sections in their syllabi every semester that deal with this topic, laying out the possible penalties for violations. In the absence of such statements (i.e., a policy), faculty not only send the message about the perceived unimportance of this issue, but they also leave themselves open to inconsistencies in applying any punishments for violations. Departments and individual faculty are encouraged to view examples of policies included in syllabi found on the *Schedule of Classes* site. Also, FaCET has some PowerPoint presentations designed to encourage discussion within a department found at the following site: (<http://www.wku.edu/teaching/facets/index.php>). Departments are free to use or adapt these materials or invite FaCET staff to lead the discussion.
5. Departments should develop a system for educating the uninformed concerning the details of plagiarism. See the next section.

Educating the Uninformed

The academic integrity violations listed above are, for the most part, widely accepted as such, although some cultures might not accept these as absolutes. What qualifies as plagiarism, on the other hand, may not be as widely known as these other methods of cheating or misrepresentation. First, plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. The manner of giving credit must be done carefully and correctly.

- To present ideas or interpretations taken from another source as one’s own is plagiarism.
- To lift content directly from a source without giving credit is a flagrant act.

- To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

The following is an overview of the ways that students most often commit plagiarism, either ignorantly or willfully. It is taken from our College of Education and Behavioral Sciences Web site and printed with permission from Charlanne Pook, Dean of Students at the Providence School. The last bullet is the same source but another document under the same heading. It should also be mentioned that a commonly accepted standard for copying “word-for-word” is four or more consecutive words.

- turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- writer properly cites a source, but neglects to put in quotation marks any text that has been copied word-for-word, or close to it
- rewriting another author’s work in your own words, but not giving credit to nor citing the page number of the original author’s ideas

Because ignorance of plagiarism is a relatively common plea, it is strongly recommended that departments adopt a procedure whereby all students taking a course offered by those departments are educated and then testify that they are knowledgeable on the topic. Without this step, the plea of ignorance is too easily asserted as a call for leniency; education on the topic removes this possibility. One way to accomplish this is through online tutorials that cover what students need to know to protect themselves from plagiarism violations. The following are just two of a number of these tutorials available online as of the adoption of this document in the college:

Harvard Graduate School of Education: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules. <http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing>

Indiana University tutorial on plagiarism. <https://www.indiana.edu/~istd/>

Faculty should view these programs and supplement them with information they might feel is omitted. The attempt is to educate our students on this important ethical situation and to remove from the table the response that one “simply did not know.” Having students submit a signed document (electronic or hard copy) that is kept on file in the department may require some effort, but having these records makes the case and circumstances much clearer at the time of a violation and how to prosecute the offender appropriately .

Summary

Citizenship, ethical behavior, and individual responsibility are core concepts that should not go uninfluenced as a part of having completed a course of study at a university. Institutions prepare *people* as well as they prepare workers. This policy should also be viewed as a belief statement. The College of Education and Behavioral Sciences is attempting to merge its beliefs and practices with those of the students who *truly earn* the degrees and certifications awarded.

FaCET Resources

Periodic seminars/workshops on academic integrity issues.

Internet:

5-Minute FaCETs on Academic Dishonesty—Mini-workshops designed for discussion in an academic department. Found at <http://www.wku.edu/teaching/facets/index.php>.

Academic Integrity—Reducing Cheating & Plagiarism: Lessons from WKU Faculty. Found at <http://www.wku.edu/teaching/booklets/academicintegrity.pdf>.

Books:

Carroll, J. & Appleton, J. (2001). *Plagiarism: A good practice guide*. Oxford, UK: Oxford Brookes University.

Harris, R. A. (2002). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Glendale, CA: Pyczak Publishing.

Whitley, Bernard & Keith-Spiegel, Patricia (2001). *Academic Dishonesty: An Educators Guide*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Journal Article:

Hansen, B. (2003). Combating plagiarism. *Congressional Quarterly*, 13(32), 773-796.

Video:

ABC News: Prime Time Thursday (2004). *Cheating crisis in American's schools*.

College of Education and Behavioral Sciences
Curriculum Committee
(graduate and undergraduate)
2012-2013

All meetings are the first Tuesday of each month at 3:00 pm (time subject to change during the summer). Items are due electronically by noon on the Tuesday one week prior to the scheduled meeting. If no items are submitted, notification will be sent by email that the meeting is being cancelled. *All meetings will be held in GRH 3073 conference room unless there is a conflict.*

Agenda Items Due	Meeting Date
August 28, 2012	September 4, 2012
September 25, 2012	October 2, 2012
_____	November 2012 (TBA – due to Presidential Election on 11/6)
November 27, 2011	December 4, 2012
January 29, 2013	February 5, 2013
February 26, 2013	March 5, 2013
March 26, 2013	April 2, 2013
April 30, 2013	May 7, 2013
May 28, 2013	June 4, 2013
June 25, 2013	July 2, 2013