

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: November 2015

FROM: Kurt Neelly, Graduate Council Chair

The Graduate Council submits the following items from the November 12, **2015** meeting for consideration.

Information Items:

I. Proposals Returned to Originating Program/Dept/Contact (No action required)

GEOG 431G, Dynamic Meteorology I
GEOS 522, Seminar in Physical Climatology
GEOS 533, Seminar in Synoptic Meteorology
GEOS 535, Seminar in Dynamic Meteorology II
GEOS 537, Seminar in Mesoscale Meteorology
GEOS 538, Seminar in Physical Meteorology

Consent Items: (no significant implications beyond college):

I. Revise/Suspend/Delete Course or Program

GEOG 431G, Dynamic Meteorology I

II. Change Course Prefix

SOCL to CRIM
EOHS Environmental & Occupational Health Science

Action Items: (significant implications for departments in other colleges):

I. Revise a Course

GEOG 426G, Meteorology and Climatology

II. Create a New Course NA

PSY 646, Social Psychology for Applied Practice
EOHS 570 Industrial Hygiene
PS 550 Cultural Competencies for Public Administrators

III. Revise a Program

092, Psychology, Master of Arts
043, Counseling, Master of Arts in Education
046, School Counseling, Master of Arts in Education
145, Student Affairs in Higher Education, Master of Arts in Education
042, Education and Behavioral Science Studies, Master of Arts in Education

0466 Speech-Language Pathology Master of Science
0453 Master of Music Pedagogy

- IV. Create New Certificate Program
MBA, Graduate Certificate in Business Core Competencies

**Course - Suspend/Delete/Reactivate
(Consent)**

Date: 7/23/15

College, Department: Ogden, Geography & Geology

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of course or program:

1. Current course prefix (subject area) and number: GEOG 431G
2. Course title: Dynamic Meteorology I

2. Action (check one): ____ suspend ☒ delete ____ reactivate

3. Rationale: All departmental 4xxG courses are being replaced by 5xx courses for consistency, in support of the JUMP program.

4. Effect on programs or other departments: None

5. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
College Curriculum Committee	9/25/2015
Graduate Council	11/12/2015
University Senate	

**Proposals to suspend, delete or reactivate a course require a Course Inventory Form be submitted by the College Dean's office to the Office of the Registrar.*

Proposal Date: September 3, 2015
Proposal to Change Course Prefix (Sociology)
(Information Item)

TO: Graduate Curriculum Committee
FROM: Sponsoring Unit: Potter College of Arts and Letters
Department: Sociology
Contact Person's Name: Douglas Smith
Contact Person's Email: douglas.smith@wku.edu
Contact Person's Phone: 270-745-3750

CHANGE: Current Course Prefix: SOCL
Proposed Course Prefix: CRIM

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE PREFIX
(SUBJECT AREA):**

525, 530, 532, 533, 534, 536, 537, 538, 546, 547, 548, 572, 596

RATIONALE:

The department of sociology has already changed all undergraduate Criminology course to the CRIM prefix. This proposal also brings the graduate offerings in the Masters of Arts in Criminology in line with the undergraduate prefix.

DATE OF IMPLEMENTATION: Spring 2016

Attachment: Course Inventory Form

Department of Public Health	09/30/2015
CHHS Graduate Curriculum Committee	October 19, 2015
Graduate Curriculum Committee	11/03/2015
Graduate Council	11/12/2015
University Senate	

Revise a Course (Action)

Date: 7/23/15

College, Department: Ogden, Geography and Geology

Contact Person: Greg Goodrich, gregory.goodrich@wku.edu, 5-5986

1. Identification of course

- 1.1 Course prefix (subject area) and number: GEOG 426G
- 1.2 Course title: Meteorology and Climatology

2. Proposed change(s):

- 2.1 course number: GEOS 526
- 2.2 course title: Applied Meteorology and Climatology
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: METR 121 or permission of instructor
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. **Rationale for revision of course:** The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range to accommodate the JUMP program. The prerequisite was changed to be consistent with METR 426.

4.

5. Term of implementation: Fall 2016

6. Dates of committee approvals:

Department of Geography and Geology

8/19/2015

College Curriculum Committee

9/25/2015

Graduate Council

11/12/2015

University Senate

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

Create a New Course (Action)

Date: September 14, 2015

College, Department: College of Education and Behavioral Sciences, Psychology Department

Contact Person: Sally Kuhlenschmidt, sally.kuhlenschmidt@wku.edu, 270-745-2114, or Krisstal Clayton, Krisstal.clayton@wku.edu, 270-659-6965.

1. Proposed course:

- 1.1 Course prefix (subject area) and number: PSY 646
- 1.2 Course title: Social Psychology for Applied Practice
- 1.3 Abbreviated course title: Soc Psy for Applied Practice
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3
- 1.5 Variable credit (yes or **no**): no
- 1.6 Repeatable (yes or no) for total of ____ hours: no
- 1.7 Grade type: standard letter grade
- 1.8 Prerequisites: permission of instructor
- 1.9 Corequisites: no
- 1.10 Course description: Examines the impact of situations, relationships, and attributions on behavioral health and disorder development, diagnosis, and treatment. Explores the application of social psychological theories to the practice of clinical and school psychology.
- 1.11 Course equivalency: no

2. Rationale:

- 2.1 Reason for developing the proposed course: Students in our clinical and school master's programs need to learn about social psychology principles in the context of their future work environment. This course also satisfies one licensing requirement.
- 2.2 Relationship of the proposed course to other courses at WKU: This is a new course for the Psychology department. We have no other graduate social psychology courses. We do offer an undergraduate course PSY 350 Social Psychology but it is not available for augmentation by graduate students as it is not a 400 level course. CNS 555 Social and Cultural Diversity and CNS 605 Social and Cultural Diversity in Higher Education are broader than our focus on social psychological principles and are not designed for doctoral level students. The Department of Psychological Sciences offers PSYS 551 Social Psychology of Organizations and PSYS 552 Advanced Social Psychology. Both courses address the social psychology theories broadly. PSY 646 is specifically about clinical practice and will be appropriate for doctoral level students. SWRK 510 - Human Behavior in the Social Environment and SWRK 522 - Group Dynamics in Social Work Practice are oriented to social work interventions rather than the practice of clinical or school psychology. COMM 547 – Organizational Communication Theory does not specifically address clinical settings and emphasizes theory.

3. Discussion of proposed course:

- 3.1 Schedule type: A (Applied Learning)
- 3.2 Learning Outcomes: Students will

- 3.2.1 become familiar with the diversity of social psychological phenomenon as it can be applied to clinical and school psychology;
- 3.2.2 demonstrate knowledge of theories and research in the core areas of social psychology;
- 3.2.3 develop intriguing questions about the impact of social psychology on the development of, diagnosis of, and treatment of psychological disorders;
- 3.2.4 use social psychology concepts to think critically about issues in applied practice.
- 3.3 Content outline:
 - 3.3.1 Confirmation Bias, Perception of Reality and Marginalization in Relationships
 - Evaluate the extent to which confirmatory hypotheses impact the collection of information about clients and future interactions with them. How is the helping relationship impacted by social factors?
 - 3.3.2 Group Processes and Diagnosis
 - Examine Rosenhan's (1973) classic study, On Being Sane in Insane Places, using Social Psychology principles and discuss the implications for practice.
 - In particular examine the potential depersonalization of group therapy and the psychiatric treatment environment(s).
 - 3.3.3 The Impact of Learned Helplessness on Psychological Disorders
 - Evaluate and discuss the role that learned helplessness can play in addiction and other psychological disorders.
 - 3.3.4 Aggression, Bullying and Belongingness
 - Define, compare and contrast forms of social aggression such as bullying
 - Describe the role of the bystander in the perpetuation of bullying and uncover how that might occur in a caregiver relationship.
 - 3.3.5 Conformity and Social perception in Mental Health Disorders
 - Examine the role of these social psychology principles in creating and/or maintaining maladaptive behaviors, for example in the connection between gender roles and symptoms for male and females with eating disorders.
 - 3.3.6 Attributions, Social Support and Victimization: Perceptions of Trauma
 - Examine the role of these and other social psychology principles in the expression and assessment of reactions to trauma.
 - 3.3.7 Depression in Rural and Impoverished Communities
 - List three risk factors for depression in rural and impoverished communities
 - Explore challenges in delivering rural mental health services that principles of social psychology can address.
 - 3.3.8 Self-concept, Locus of Control, Social Support and the Impact on Mental Health
 - Examine the connection between these factors and mental health symptoms, for example in creating depression in adults who are older
 - Explore the impact that social stereotypes of the elderly have on memory performance and independence
 - 3.3.9 The Social Psychology of Incarceration
 - Explain the social psychological factors that best explain the patterns of aggression in male inmates.

-Describe the types of inmates who are typically labeled as the highest risk and determine how this label can result in a self-fulfilling prophecy that a clinician in that setting must address.

-Explore factors predicting incarceration in youth as a guide to prevention programs by school psychologists.

3.3.10 Social Influence, Physician Attitudes, and Ethics of Assisted Suicide

-Examine social psychology's application to issues in assisted suicide, particularly as viewed through the lens of different types of health care providers.

-Evaluate the issues relative to APA ethical standards.

3.4 Student expectations and requirements:

The primary instructional tool will be review of scholarly journal articles, scientific and social documentaries and discussion. Students will be tested regularly over assigned readings and documentaries. Students will develop a research proposal presentation that integrates social and clinical psychological principles.

3.5 Tentative texts and course materials:

Readings will be supplied from a number of sources, focusing on appropriate journal articles from such journals as Journal of Addiction and Health, Clinical and Consulting Psychologists, British Journal of Social Psychology, Community Mental Health Journal, Eating Disorders, Journal of Personality and Social Psychology, Journal of Social and Clinical Psychology, Personality and Social Psychology Bulletin, Journal of Applied Social Psychology Bulletin, American Psychologist, Training and Education in Professional Psychology, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Professional Psychology: Research and Practice, Journal of Applied Psychology, Journal of Experimental Psychology: Applied, Journal of Death and Dying, Psychological Bulletin, International Current Pharmaceutical Journal, Psychiatry Research, Mental Health, Religion, and Culture, and Counselor Education. Students will have a Netflix account in order to watch pertinent documentaries.

4. Budget implications:

4.1 Proposed method of staffing: Either new PsyD faculty or load for current faculty will be offset by PsyD faculty.

4.2 Special equipment, materials, or library resources needed: The course relies on Blackboard but no other resources are needed from the university.

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>9/18/15</u>
College Curriculum Committee	<u>10/6/2015</u>
Graduate Council	<u>11/12/2015</u>
University Senate	<u> </u>

Applied Social Psychology in the Clinic
Professor: Dr. KRISTAL CLAYTON, Ph.D.
PHONE: 270-745-4328
EMAIL: krisstal.clayton@wku.edu

E-mail is the best way to contact me, rather than phoning my office, as I will do a majority of work during the term from my home. I will answer emails within 24 hours except on Sundays. I will be glad to call you if you e-mail me and request me to do so. When emailing me, include your first name, last name, and "Grad Social" in the subject header. Emails without this information will not be answered.

COURSE DESCRIPTION: This course will examine the impact of situations, relationships, and attributions on behavioral health and disorder development, diagnosis, and treatment. Explores the application of social psychological theories to the practice of clinical and school psychology. I hope you find this course to be both challenging and interesting.

REQUIRED MATERIALS: Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser. ***Blackboard works very well with Firefox.*** You can download this browser free for both WIN and Mac from the Blackboard homepage. ALL exams will be taken using Firefox web browser.

- Blackboard: <https://blackboard.wku.edu/webapps/portal/frameset.jsp>
- Firefox Web Browser: <http://www.mozilla.com/en-US/firefox/ie.html>
- Java Software: <http://www.java.com/en/download/>
- Adobe Reader Software: <http://www.adobe.com/products/reader/>
- Adobe Flash Software: <https://www.download-free.com/flash-video-player?source=ga&gclid=CPGKj8CK2a8CFZDrKgod4DFXAg>
- PowerPoint Software
 - If you don't have PowerPoint, you may use Google Docs (<https://docs.google.com>) or Open Office Software (<http://www.openoffice.org/>) to access them

Course Objectives

Students will:

- become familiar with the diversity of social psychological phenomenon as it can be applied to clinical and school psychology;
- demonstrate knowledge of theories and research in the core areas of social psychology;
- develop intriguing questions about the impact of social psychology on the development of, diagnosis of, and treatment of psychological disorders;
- use social psychology concepts to think critically about issues in applied practice

Being in an Online course- The nature of this class

Using Blackboard

This class will be presented through "Blackboard," which is the name of the website you will use to access materials, turn in assignments, take reading quizzes, and take exams. To access Blackboard:

- 1) Go to www.wku.edu

2) In the lower left corner, you will see links to various sites, one of which is Blackboard. Click the word “Blackboard.”

3) You will be required to login using your NETID (the same ID for WKU Portal) and WKU password.

4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Applied Social Practice. Click on the course name.

5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as “Course Materials,” “Exams,” “Start Here”, etc. Click on these, depending on what you want to do. However, you should begin this course by clicking on “Start Here: Syllabus.”

In general, I will communicate with the class through **Announcements and the Class Questions Discussion Board** (see page 9), rather than clogging up your e-mail inbox. However, if I need to contact an individual student, I will use e-mail. I count on you to check your e-mail and the Blackboard Announcements section at least once a day. I will check mine at least twice a day, Monday through Friday—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner.

Getting Course Materials

To access journal articles, videos, and other materials I might post for the class, click the “Course Materials” button. Materials for each topic will be organized into folders by **ARTICLE SETS**. To access your syllabus, click the “Start Here: Syllabus” button. Go to Course Materials, then click on the folder corresponding to the Article Set (Set 1,2,3...) you need.

Most files and links in Course Materials will be in Adobe Reader (.pdf) format or can be played using Adobe Flash so they should download easily using free Adobe software.

For films that I cannot provide free access to, you will need to either RENT the film or watch the film with classmates that can access it. I will provide links to Amazon.com or Vudu rentals for films that are not available for free. If the film is available on Netflix or AmazonPrime, I will alert you to that availability. Since I am providing several free materials, and therefore, no text book expense, funds for renting some of the assigned films should not be a financial burden.

Checking Your Grade

You can check your grade anytime in Blackboard by clicking on the “My Grades” button. Your final grade will be calculated by adding up all of the points you have earned and then comparing this total to the Grade Scale on page 8. The corresponding letter grade will be given.

Getting HELP!!

If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved

by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check.

Exams: **There will be three exams.** These exams will be handled on Blackboard (Bb). Individual exams will be based on assigned videos and journal article readings. **You will be required to complete your exams by 11:59pm of each due date.** All quizzes will be open notes, open article, and taken online from your chosen location. However, you are only given **90 minutes** to take each reading quiz, so you **MUST** read and watch the assigned material before taking your exams! Exams will consist of multiple choice questions and short essays that will cover the assigned readings and videos. Exam answers will be released after you complete your quiz.

If you are unable to complete your exam because your system crashes, email me immediately! I will reset your exam so that you can log back in and complete it. **However, you must email me by 9:00pm on the day the exam is due.** If you do not email me by this time, I will NOT reset the quiz for you. I expect you to be responsible and not put off your assignments until the last minute. Therefore, if there is any possibility that your system might crash (Bb, internet, computer, etc.), **TAKE THE EXAM AT LEAST 3 HOURS IN ADVANCE!**

The exams can be accessed by clicking on the “Exams” link in the Blackboard menu. From there, a list of available exams will appear. Simply click on the exam you want to take. Questions will appear one-at-a-time, and you are NOT able to go back to previous questions! Once the due date has passed for the exam, it will be removed from Blackboard. I will not allow any student to take a late exam! Therefore, be mindful of the exam due dates located in your syllabus. I recommend that you take the Practice Quiz before taking any Blackboard assessments. The Practice Quiz is located in the same Exams folder.

Practice Quiz: To give you some experience in taking exams on Blackboard, you may take a Practice Quiz. The Practice Quiz will be set up just like a reading quiz on Blackboard. You can take the quiz from any computer. To access the quiz, click “Exams”. On the next Window click “Practice Quiz”. When the quiz appears, you will have directions to follow. You may take the quiz as many times as you want. It does NOT COUNT for a grade. All quiz scores will be removed.

Discussion Board: Throughout the course, we will watch videos, read articles, and be exposed to controversial topics. To encourage critical thinking and application, you will be required to complete discussion question assignments addressing these activities. **Everyone is required to 1. read Dr. Clayton’s Thread, 2. respond to Dr. Clayton’s Thread, 3. create his/her own thread by writing his/her own Discussion Question (known as a DQ in the schedule), and 4. respond to one other student’s DQ (known as a student response in the schedule).** Each student question must meet the criteria of being a *Bloom’s Taxonomy question* on a topic covered by the assigned articles and videos. A Bloom’s Taxonomy question must include **three** question cue words from three unique categories AND reference assigned Article Set material. The question cue categories are as follows:

Knowledge: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Application: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis: combine, integrate, rearrange, substitute, plan, create, design, invent, what if?, imagine, compose, formulate, prepare, generalize

Evaluation: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize.

Concrete Experience: How does that influence/impact/change/emphasize your feelings/thoughts/behaviors?

For example, questions that simply ask for a “yes” or “no” will not generate a variety of answers, such as:

“Do you think cultures that encourage spousal abuse should be held legally accountable for their actions?” Some people might explain a reason for their answer, but the way the question is asked doesn’t require it. The way to write a DQ is as follows:

“**Discuss** the results of the study that documents cultural influence on spousal abuse. **Connect** these results to the culture documented in the assigned film. What are the differences and similarities between the two? Describe how this culture’s encouragement of spousal abuse **makes you feel** about this culture in comparison to the American culture.”

This question has three question cues: identify (Knowledge), compare (Analysis), and feeling (Concrete Experience).

Also, questions that are already asked in course notes, in your reading assignments, by other student threads, or other course materials will NOT earn ANY points. Therefore, write unique questions.

Each acceptable DB question that you post is worth 5 points.

- The question includes all 3 required areas of Bloom’s Taxonomy: 3 points
- The question included a topic, theme, theory, or quote from the assigned material. That is, the question clearly addresses the lecture/video/article material. 1 point
- The question is well written and well organized. It is easy to read and understand, and has few grammatical or spelling errors: 1 point

You are also required to respond to Dr. Clayton’s Thread and at least 1 DQ written by another student.

Responses that count for credit must be thoughtful, address each portion of the question, and add new ideas or information with real-world examples.

For instance, suppose you are responding to the example DQ given above about spousal abuse. An example response might be:

“I think spousal abuse is never acceptable. I don’t like any culture that encourages spousal abuse, even though the study demonstrates that individualistic cultures might encourage it. Americans are individualists, but don’t like spousal abuse. The culture in the film seems to be more influenced by religion as a reason for spousal abuse. It is hard to determine spousal abuse in American courts.”

This response does not address each area of the DQ and does offer support or an explanation for each statement. Furthermore, the response is not organized well. It jumps from feelings to the American court system. Finally, this response does not incorporate a real-world example or connection to assigned materials.

Each response for each discussion board will be graded using the following rubric:

- The response addresses each question asked in the post: 4 points
- The response shows some depth of thinking and connection to real-world examples. That is, the idea is well developed and fully explained. 4 points
- The response is well written and well organized. It is easy to understand, and has few grammatical or spelling errors: 2 point

Each response is worth 10 points, for a total of 20 points (10 points for responding to Dr. Clayton's thread and 10 points for responding to a student's DQ thread) per Article Set. (The way I would score the first response above is: the response addresses only one of the presented questions/issues, 1 point; shows depth of thinking, 1 point since it could use more explanation; well written and organized, 0.5 point, since it jumps from thought to thought without any kind of logical connection). **DBs are worth 25 points total (20 points for responses and 5 points for a DQ).**

If you do NOT post a DQ thread on time, you will only be able to earn 5 points for responses. Not completing your thread impacts other students, so be responsible!

Introductory Discussion Board: The first Discussion Board is introductory. That is, I am asking you to introduce yourself to the class, discuss your major, year in school, and something you are looking forward to learning about in this class. I also ask, if you are comfortable, to tell the class about your hobbies, family life, pets, and anything else you would like to share. This discussion board ONLY will be graded simply by you giving this information. That is, it does not have to meet the criteria for other Discussion Board responses and is worth 5 points. Feel free to respond to each other's introductions and get to know each other! I would also like to encourage everyone to attach a picture in the Intro DB. If you are comfortable, attach a picture of yourself, you with your family or pet, or if you would rather not share a personal photo, you may submit an "icon" that symbolizes something about you. In the Intro DB, tell us about your photo or icon. To attach the file, click the link that says "Attach a file." You will then be given a few options. Click the Browse button next to Attach a local file. Browse your computer for your saved picture file, click the file to highlight it and click Open. The name of your file will appear in the box next to the Browse button. When you are totally finished, click Submit.

Final Project Experiment Proposal: The Final Project Experiment Proposal will be created by you and your group. It is worth 175 points—150 possible points given by my assessment of the product and 25 possible points given by your group's assessment of your performance. However, the total percentage of the 150 points that you can earn from my assessment is dependent on your group's assessment of your participation. If you only contribute 50% of your contracted responsibility, then you will only earn 50% of the possible 150 points.

The goal of this project is to create a proposal for an experiment that combines social psychology and clinical psychology. This project will not require any data collection or data analysis. However, it will require a face-to-face presentation during finals week where your peers and I will be able to provide feedback and questions about your experiment proposal. You are allowed, and encouraged, to use the materials that are provided during this course. It is my hope that the course materials will inspire you to ask questions about the role of social psychology in the clinic, and in turn, develop an experiment that could answer said questions. To guide the process of developing the proposal, a rubric for this experiment proposal will be provided several weeks in advance of the due date.

Professional Conduct is REQUIRED. I expect you to treat me, your classmates, and all of the people you encounter during all course activities with utmost respect. AT ALL TIMES, STUDENTS MUST RESPOND IN WAYS THAT ARE RESPECTFUL AND UNOFFENSIVE. I WILL REMOVE ALL INAPPROPRIATE RESPONSES. YOU MAY NOT PUT DOWN OTHER STUDENT'S RESPONSES, RESPOND IN OFFENSIVE OR PREJUDICIAL WAYS, OR USE LANGUAGE THAT IS INAPPROPRIATE (NO "CURSE WORDS"). STUDENTS WHO MAKE AN INAPPROPRIATE RESPONSE WILL BE GIVEN ONE WARNING. IF A SECOND INAPPROPRIATE RESPONSE IS MADE, I WILL BLOCK YOUR PARTICIPATION FROM THE DISCUSSION AND YOU WILL NOT HAVE THE OPPORTUNITY TO EARN FURTHER POINTS THROUGH THE DISCUSSION BOARD.

Any student who does not adhere to this professional conduct policy will receive the following:

1. On the first offense— grade deduction of 10% on Article Set 1 assignments.
2. On the second offense—grade deduction of 20% on Article Set 2 assignments.
3. On the third offense—you automatically fail the course.

Blackboard Instructions: Participating in the Discussion Board

Click the Discussion Board button from the main menu. Click on the forum in which you wish to participate. From there you can click the option to add a new thread (a new DQ). You can also click on and read other people's responses and respond to them. If you want to reply/respond to a particular post, make sure you click the **Quote** button on the bottom left in the box of that particular post. In a thread where there are lots of posts, there may be several Quote buttons showing. Just make sure you click the right one.

I encourage you to watch training videos that will help you using the Discussion Board feature. You can find these videos at <http://www.wku.edu/online/orientation/using-bb.php>

Grading Policy: **Please save all of your graded work until you have reviewed your final grade** Course requirements will be weighted as follows in assigning grades:

To summarize, your grades will be determined by		
Article Set Exams (3 exams worth 100 points each)	300 points	
Discussion Board (10 DBs worth 25 points each)	250	
Introductory DB		5
Final Project		150
Project Participation		25
TOTAL		730 points

Final grade will be assigned as follows:

<u>TOTAL POINTS EARNED</u>	<u>%</u>	<u>LETTER GRADE ASSIGNED</u>
656.4 or more	90 or above	A
583.4 – 656.3	80–89	B
510.4 – 583.3	70–79	C
437.4 – 510.3	60–69	D
437.3 and below	59 and below	F

I retain all rights to modify your grade so that it is reflective of your actual work in my course

Attendance & Withdrawals: Students cannot be automatically dropped from the class unless you do not attend. Registration in a course obligates you to be regular and punctual in class attendance. Class attendance in this online course will be based on completion of assignments. Students who, without previous arrangement with the instructor or department, fail to attend the first few meetings of a class that meets online may be dropped from the course. Nonattendance does not release students from the responsibility to officially drop any course for which they have enrolled and choose not to complete. In other words, if you haven't done the paperwork and I have not dropped you for nonattendance, you are still enrolled in the class. If you are withdrawn from the course because of non-payment, it is your responsibility to re-enroll.

Academic Honesty: Acknowledging that the vast majority of WKU students do not engage in dishonest behavior, the university's policy regarding academic dishonesty and plagiarism will be upheld in this class. In brief, if you quote or paraphrase from your textbook (or other sources) on any papers or assignments, you must cite your source(s) appropriately using APA format. Failure to appropriately cite the source(s) of any passage in a paper or assignment will be considered plagiarism. If you are unsure how to appropriately cite a source, consult me or visit the OWL at Purdue, <http://owl.english.purdue.edu/owl/resource/560/01/> which is an online writing lab for APA formatting. If you are unsure whether you should include a citation for a particular statement(s) in a paper or assignment, include the citation. For our purposes, it is better to have too many citations than to plagiarize other people's work. Any form of substantiated dishonesty, including plagiarism will result in failure of the course. Please refer to the WKU Handbook and/or website for additional guidelines.

Incompletes: University policy dictates that a student may be given an incomplete ONLY if he or she has passed the first half of the course, and is precluded from successful completion of the course by a documented illness or family crisis. Keep in mind, the instructor decides what constitutes "precluded from successful completion". If something arises in your life that interferes with your ability to do your best in this class, talk to me about it ASAP. Many students wait until the end of the semester (or after finals week) to tell me about these kind of difficulties and there is little or nothing I can do at that point. The sooner you talk to me, the more options I have to help you.

Office for Student Disability Services: Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), DUC A200. The OFSDS telephone number is (270) 745-5004 V/(270) 745-3030/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Communication: You will notice that one of the DB forums is titled **Class Questions Discussion Board**. I am asking that if you have general class questions (not personal ones—use email for that) that you use this DB. For example, if you have questions about exams, assignments, or need clarification about videos or other materials, please use this DB. Every student can read your question and my answer. Therefore, you might find the answer to a question you have by going to this DB. So by posting your questions here, everyone has equal access to that information, and I only have to answer the question one time! Everyone wins!! This DB is informational only and is not graded. It will be available for the duration of the class.

Obviously, anything that you do not want the class to know should not be posted here. Email me for those purposes. If you choose to email me, in the subject line of your email include the course title (Grad Social) and your first and last name. I will NOT answer any emails that do not have this information in the subject line! My email software has a filter function that looks for this particular information. If your email does not have it, chances are that I will not see it. I will answer your emails Monday-Friday between the hours of 9am-9pm. You will receive a reply email from me within 24 hours.

COURSE SCHEDULE*

I strongly encourage you to keep up with the course by doing the tasks listed on the days they are listed, and when possible, working ahead. Links for assignments will be available 7 days in advance of the due date. While an internet class is attractive in its flexibility, a class that is so flexible requires discipline!

***TENTATIVE SCHEDULE: Dates, topics and assignments may change!**

ALL ASSIGNMENTS ARE DUE AT 11:59PM CENTRAL TIME

Day 1

- Syllabus Review
- Introductory DB available
- Begin Article Set 1: Marginalization and Confirmation Bias in Relationships

Day 2

- Introductory DB due

Day 3

- Dr. Clayton's Thread response and DQ Thread due for Article Set 1
- Learning Objectives:
 - Evaluate the extent to which confirmatory hypotheses impact the collection of information about clients and future interactions with them. How is the helping relationship impacted by social factors?

Day 4

- Student DB Response due for Article Set 1
- Begin Article Set 2: Group Processes and Diagnosis

Day 5

- Dr. Clayton's Thread response and DQ Thread due for Article Set 2
- Learning Objectives:
 - Examine Rosenhan's (1973) classic study, On Being Sane in Insane Places, using Social Psychology principles and discuss the implications for practice.
 - In particular examine the potential depersonalization of group therapy and the psychiatric treatment environment(s).

Day 6

- Student DB Response due for Article Set 2
- Begin Article Set 3: Learned Helplessness Impact on Psychological Disorders

Day 7

- Dr. Clayton's Thread response and DQ Thread due for Article Set 3
- Learning Objectives:
 - Evaluate and discuss the role that learned helplessness can play in addiction and other psychological disorders.

Day 8

- Student DB Response due for Article Set 3
- STUDY!!!!!!

Day 9

- **Exam 1, covering Article Sets 1-3, Due Today by 11:59pm**
- Begin Article Set 4: Aggression, Bullying, and Belongingness

Day 10

- Dr. Clayton's Thread response and DQ Thread due for Article Set 4
- Learning Objectives:
 - Define, compare and contrast forms of social aggression such as bullying
 - Describe the role of the bystander in the perpetuation of bullying and uncover how that might occur in a caregiver relationship.

Day 11

- Student DB Response due for Article Set 4
- Begin Article Set 5: Conformity and Social Perception in Eating Disorders
- Dr. Clayton's Thread response and DQ Thread due for Article Set 5
- Learning Objectives:
 - Examine the role of these social psychology principles in creating and/or maintaining maladaptive behaviors, for example in the connection between gender roles and symptoms for male and females with eating disorders.

Day 12

- Student DB Response due for Article Set 5
- Begin Article Set 6: Attributions, Social Support, and Victimization in Perceptions of Trauma

Day 13

- Dr. Clayton's Thread response and DQ Thread due for Article Set 6
- Learning Objectives:
 - Examine the role of these and other social psychology principles in the expression and assessment of reactions to trauma.

Day 14

- Student DB Response due for Article Set 6
- Begin Article Set 7: Depression in Rural and Impoverished Communities

Day 15

- Dr. Clayton's Thread response and DQ Thread due for Article Set 7
- Learning Objectives
 - List three risk factors for depression in rural and impoverished communities
 - Explore challenges in delivering rural mental health services that principles of social psychology can address.

Day 16

- Student DB Response due for Article Set 7
- STUDY!!!!

Day 17

- **Exam 2, covering Article Sets 4-7, Due Today by 11:59pm**
- Begin Article Set 8: The Influence of Self-Concept, Locus of Control, and Social Support on Mental Health in the Elderly

Day 18

- **Final Project Experiment Workday**

Day 19

- **Final Project Experiment Proposal Draft Due**

Day 20

- Dr. Clayton's Thread response and DQ Thread due for Article Set 8
- Learning Objectives:
 - Examine the connection between these factors and mental health symptoms, for example in creating depression in adults who are older
 - Explore the impact that social stereotypes of the elderly have on memory performance and independence

Day 21

- Student DB Response due for Article Set 8
- Begin Article Set 9: The Social Psychology of Incarceration

Day 22

- Dr. Clayton's Thread response and DQ Thread due for Article Set 9
- Learning Objectives:
 - Explain the social psychological factors that best explain the patterns of aggression in male inmates.
 - Describe the types of inmates who are typically labeled as the highest risk and determine how this label can result in a self-fulfilling prophecy that a clinician in that setting must address.
 - Explore factors predicting incarceration in youth as a guide to prevention programs by school psychologists.

Day 23

- Student DB Response due for Article Set 9
- Begin Article Set 10: Social Influence, Physician Attitudes, and Ethics of Assisted Suicide

Day 24

- Dr. Clayton's Thread response and DQ Thread due for Article Set 10
- Learning Objectives:
 - Examine social psychology's application to issues in assisted suicide, particularly as viewed through the lens of different types of health care providers.
 - Evaluate the issues relative to APA ethical standards.

Day 25

- Student DB Response due for Article Set 10
- STUDY!!!!!!

Day 26

- **Exam 3, covering Article Sets 8-10, Due Today by 11:59pm**

Day27

- Final Project Workday

Day 28

- **Final Project Experiment Proposal and Presentation Due Today**

|

Create a New Course (Action)

Date: September 29, 2015

College, Department: College of Health and Human Services, Department of Public Health

Contact Person: Jooyeon Hwang, jooyeon.hwang@wku.edu, 270-745-4975

1. Proposed course:

- 1.1 Course prefix and number: EOHS 570
- 1.2 Course title: Industrial Hygiene
- 1.3 Abbreviated course title: Industrial Hygiene
- 1.4 Credit hours: 3 hours
- 1.5 Variable credit (yes or no): No
- 1.6 Repeatable (yes or no) for total of _6_ hours: Yes
- 1.7 Grade type: Standard
- 1.8 Prerequisites: PH 520 and PH 577
- 1.9 Corequisites: NA
- 1.10 Course description: Presents contemporary occupational exposure and hazard issues in the workplace. Issues of industrial hygiene and general methods of control are addressed. Field trips required; students responsible for own transportation.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course:

The proposed course will provide a higher qualification for candidates who pursue a Master of Science degree in Environmental and Occupational Health Science. This course is designed to help students develop awareness and respect for occupational exposure science and experience by taking into consideration the hazardous agents in the workplace. In particular, the course will help the students to apply in-depth industrial hygiene methodologies, including the anticipation, recognition, evaluation, and control of occupational hazards in order to improve the health of employees in occupational environments. The review of current scientific articles will expose students to the major themes and arguments in the industrial hygiene literature while the reading responses will allow students to hone their critical thinking and analytical skills; i.e. to assess the material they read and make a concise written argument about it in response to a particular question. In addition regular lectures that include current topics, the field trip experiences will enhance student learning on how to apply principles to the realities of the work environment and to expand professional networks and communication skills. The field experiences will also enhance the opportunities to become acquainted with local companies and the local community. During the field experiences, students will learn risk assessment processes including hazard identification, exposure assessment, and risk management.
- 2.2 Relationship of the proposed course to other courses at WKU:

A similar course (ENV 321) is taught at the undergraduate level in the Environmental Health Science Program. No such graduate course currently exists at WKU.

3. Discussion of proposed course:

3.1 Schedule type: Lecture

3.2 Learning Outcomes:

Upon completion of this course, students will be able to

- Develop an understanding of the fundamental concepts and methods of industrial hygiene
- Recognize the potential hazardous substances and exposure scenarios for specific chemical, physical, and biological agents in occupational environments
- Scientifically evaluate and discuss the contemporary industrial hygiene issue through a scientific literature
- Develop strategies for evaluation and controlling chemical, physical, and biological agents
- Apply and identify appropriate sampling strategies for the assessment of occupational exposures
- Gain knowledge about hazards associated with industrial establishments and processes during field trips

3.3 Content outline:

- Elements of Industrial Hygiene, Hierarchy of control
- Aerosol properties for IH practices
- Air sampling strategies
- Gases and Vapors
- Sampling of airborne particles
- Direct reading airborne particle measurements
- Indoor Air Quality
- Bioaerosol
- Dermal exposure
- Noise
- Ergonomics
- Thermal stress
- Ventilation
- Risk assessment
- Field trip experiences

3.4 Student expectations and requirements:

- Every student is expected to participate in and contribute to all exercises, quizzes, discussions, field-trips, and assignments in this course. Students should review assigned readings prior to class.
- Students are expected to answer questions posed by the instructor and participate in classroom discussions.
- Students are expected to behave in an ethical manner regarding issues surrounding academic honesty.
- Students are expected to dress appropriately when visiting an industrial location, particularly in the context of health and safety.

- 3.5 Tentative texts and course materials:
The Occupational Environment: Its Evaluation, Control, and Management, 3rd edition (Vol. 1 & 2), Edited by Daniel H. Anna, American Industrial Hygiene Association, 2011, ISBN: 978-1-935082-15-6,
and additional scientific paper readings.

4. Budget implications:

- 4.1 Proposed method of staffing: Will be taught by current faculty.
- 4.2 Special equipment, materials, or library resources needed:
The instructor has requested to reserve the textbook at the main library.

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department of Public Health

09/30/2015

CHHS Graduate Curriculum Committee

October 19, 2015

Graduate Council

November 12, 2015

University Senate

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

Proposal to Create a New Course
(Action)

September 14, 2015

Potter College, Department of Political Science

Contact Person: Saundra Curry Ardrey, Saundra.ardrey@wku.edu, 745-4559

1. Proposed course:
 - 1.1 Course prefix (subject area) and number: PS 550
 - 1.2 Course title: Cultural Competencies for Public Administrators
 - 1.3 Abbreviated course title: Cultural Competencies for PA
 - 1.4 Credit hours: 3
 - 1.5 Variable credit: no
 - 1.6 Repeatable (no) for total of 3 hours
 - 1.7 Grade type: 1
 - 1.8 Prerequisites: none
 - 1.9 Corequisites: none
 - 1.10 Course description: **Provides a specific set of skills so that practitioners in public administration can communicate and interact productively with a diverse and changing workforce and citizenry; course will focus specifically on developing an understanding of different cultures and provide needed skills to administer policy and deliver services for the communities practitioners serve.**
 - 1.11 Course equivalency: none
2. Rationale
 - 2.1 Reason for developing the proposed course:

The demographic and cultural landscape of the United States has changed dramatically since the 1950s. Government and public agencies have struggled to explain and to better understand these changes in order to meet the ever shifting demands for services from a diverse society. Public administrators are being asked to manage the social changes within social and political institutions and organizations in order to improve the overall delivery of resources to the public. As the editors of Cultural Competency for Public Administrators point out, “for public administrators to carry out their mission of serving the public, or community as a whole, they must have the skills to meet the diverse needs of all members of the population. Such skills are commonly referred to as *cultural competency*.” (Kristen Norman-Major and Susan Gooden, p. vii).

The purpose of this course is to provide students and future practitioners in public administration a solid foundation and understanding in cultural competency. Crucial to this foundation is a specific set of skills that public administrators need to navigate in diverse cultures and environments. Additionally, our accrediting body, NASPAA, “seeks substantial evidence regarding programmatic efforts to promote diversity and a climate of inclusiveness, specifically demonstrable evidence of good practice...” As we seek reaccreditation this year, PS 550 was created to specifically address this standard.

- 2.2 Relationship of the proposed course to other courses at WKU
The Masters of Public Administration in the Department of Political Science does not currently offer a course on cultural competency. Some cultural competency material and skills are introduced in PS 541, Public Personnel Administration. This new course will focus specifically on developing an understanding of different cultures and provide needed skills to administer policy and deliver services for the communities practitioners serve.

There are several courses across the campus that discuss cultural competency generally or more specifically for their discipline such as The Department of Communication, COMM 590, Intercultural Communication and Communication Intercultural Negotiation and Mediation and The Department of Public Health PH447G, Human Values/Health Sciences. However, there are no courses at WKU that target skills that specifically address cultural competency in public administration.

3. Discussion of proposed course:
- 3.1 Schedule type: L
 - 3.2 Learning Outcomes: Course Objectives and learning outcomes address NASPAA Universal Required Competencies.

Required Competency - Students will analyze, synthesize, think critically, solve problems, make decisions.

Learning Outcomes: Students will

- demonstrate effective writing and oral skills when completing class assignments
- demonstrate proficiency in critical thinking
- articulate and demonstrate decision-making skills that reflect diverse viewpoints and cultural contexts among constituent groups
- develop policy-making processes and policy that are culturally sensitive

Required Competency - Students will communicate and interact productively with a diverse and changing workforce and citizenry.

Learning Outcomes: Students will

- better understand the challenges traditionally underrepresented groups confront in the U.S. culture
- examine how culture and ethnocentrism affect personal and institutional prejudice and discrimination
- deepen their understanding of their own social and cultural identities and how they relate to clients of similar and different backgrounds and perspectives
- gain a conceptual understanding of cultural competence
- learn to communicate and interact productively with a diverse and changing workforce and citizenry

- 3.3 Content outline:

- U.S. culture – a diversity of difference
- Social construction of difference and inequality

- Culturally competent agencies, policies and public servants
- Cultural competency in action
- Gender competency
- Racial and ethnic competency
- Hispanic cultural competency
- African American cultural competency
- Sexual and gender orientation and identity
- Disabilities and cultural competency
- Cultural competency in disasters
- Assessment

3.4 Student expectations and requirements: Students are expected to become knowledgeable about different cultures, gain skills to administer policy and deliver services to a diverse population. Students are required to participate in an intergroup dialogue program. Student performance is assessed through two reflection papers, two exams and a comprehensive final exam.

3.5 Tentative texts and course materials:

- Cultural Competency for Public Administrators, Kristen Norman-Major and Susan Gooden, 2012
- The Social Construction of Difference and Inequality, Tracy Ore, 2009
- Readings for Diversity and Social Justice, Maurianne Adams, 2013
- “Assuring Cultural Competence in Health Care: Recommendations for National Standards and an Outcomes-Focused Research Agenda” (1999), Produced for U.S. Department of Health and Human Service Office of Minority Health
- Implicit Association Tests (IAT): <https://implicit.harvard.edu/implicit/>
- “Developing Culturally Anchored Services: Confronting the Challenge of Intragroup Diversity, Cultural Competence for Health Care Professionals Working with African American Communities: Theory and Practice, U.S. Department of Health and Human Services, Judson Hixson, 2012
- When The Levees Broke: A Requiem in Four Parts, Spike Lee You Tube video

4. Budget implications:

4.1 Proposed method of staffing: Existing Political Science faculty

4.2 Special equipment, materials, or library resources needed: n/a

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department Political Science	<u>September 21, 2015</u>
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Potter College Curriculum Committee	<u>October 8, 2015</u>
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Graduate Council	<u>November 12, 2015</u>
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University Senate	_____
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Office of the Registrar

COURSE INVENTORY FORM

Check One ☒ Create New Course
☐ Temporary Course Offering

1. Has this course previously been offered on a temporary basis? ☒ Yes ☐ No If yes, indicate the term offered 201510

2. Subject Area PS Course Number 550 Course Title (as it should appear on the transcript; maximum of 30 letters & spaces) CULTURAL COMPETENCIES FOR PA

3. Term for Implementation (e.g., Spring 2012=201210, Fall 2012=201230) 201610

4. Official Course Title CULTURAL COMPETENCIES FOR PUBLIC ADMINISTRATORS

5. Offering Unit (See Table of Code Values.) College AR Department GOVT

6. Credit Hours Fixed Credit Hours: 3.00 Variable Credit Hours

7. Repeat Limit (See instructions.) 0 Total Maximum Hours (See instructions.) 3.00

8. Grading (Check all that apply.) ☒ Standard Letter Grading ☐ Pass/Fail Only ☐ No Grade
☐ In Progress – IP (Course is intended to span more than one term.)

9. Schedule Type (See Table of Schedule Types.) ☒ ☐ ☐

10. Corequisites (courses required to be taken **concurrently** with this course)

Subject Area	Course Number	Subject Area	Course Number	Subject Area

11. Equivalent Courses (Include South Campus [C suffix] courses and other equivalent courses.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area

12. Prerequisites (See instructions.)

Subject Area	Course Number	Subject Area	Course Number	Subject Area

☐ Other

13. Course Attribute ☐ Honors Course ☐ Developmental Course

14. Course Restrictions ☐ Include/☐ Exclude College College Major Major
 Classification

15. Course Description (Indicate exactly as it should appear in the University Catalog. Include pertinent special information, e.g., course fees, pass/fail grading, field trips, transportation requirements, etc.)

Provides a specific set of skills, a solid foundation and understanding of cultural competency for students and future practitioners in public administration

16.	Approvals for Temporary Course Only:	Department Head _____	Date _____
		College Dean _____	Date _____
		Graduate Dean _____	Date _____
		Provost Office _____	Date _____

16. Approvals for Temporary Course Only:

Department Head _____	Date _____
College Dean _____	Date _____
Graduate Dean _____	Date _____
Provost Office _____	Date _____

Office of the Registrar Use			
UCC _____	University Senate _____	CIP _____	Course Desc _____
Graduate Council _____	Provost _____	Banner Data _____	Evaluate _____

October 2013

Course Inventory Instructions and Code Values For Creating a New Course or Temporary Course

(Do not forward this instruction sheet with the Course Inventory Form)

General Instructions

The University Course Inventory is updated and maintained by the Office of the Registrar. The purpose of this form is to provide data necessary for creating a course or creating a temporary course. The form will be prepared by the originating department and accompany course materials submitted to the Undergraduate Curriculum Committee (UCC) or Graduate Council for action. Following approval by the UCC or Graduate Council, University Senate, and Provost, course information will be entered into the Banner student information system.

Note: This form is not to be used to indicate approval of courses for General Education.

Question 5 Table of Code Values

AR Arts & Letters

99AR Interdisciplinary/Undeclared
ART Art
COMM Communication
ENG English
FLKA Folk Studies and Anthropology
GOVT Political Science
HIST History
INT International Programs
JOUR School of Journalism and Broadcasting
MLNG Modern Languages
MUS Music
PHIL Philosophy and Religion
SOCL Sociology
THEA Theatre and Dance

BU Gordon Ford College of Business

99BU Interdisciplinary/Undeclared
ACCT Accounting
BA Business Administration
CIS Computer Information Systems
ECON Economics
FIN Finance
MGT Management
MKT Marketing and Sales

ED Education & Behavioral Sciences

99ED Interdisciplinary/Undeclared
CNSA Counseling and Student Affairs
EALR Educational Adm., Leadership and Research
MIL Military Science
PSY Psychology
TCH School of Teacher Education

EX Exploratory Studies

ACAD Academic Advising and Retention
ND Non Degree

HH Health & Human Services

99HH Interdisciplinary/Undeclared

ALHL Allied Health

CD Communication Sciences and Disorders

CFS Family and Consumer Sciences

NURS School of Nursing

PHY Kinesiology, Recreation, and Sport

PUBH Public Health

SWRK Social Work

Question 5 (Table of Code Values continued)

IS University College

99IS Dean's Office
AS Academic Support
DCS Diversity and Community Studies
GS Liberal Arts and Sciences
HON Honors Academy
PRST School of Professional Studies

SC Science & Engineering

99SC Interdisciplinary/Undeclared
AGRI Agriculture
AMS Architectural and Manufacturing Sciences
BIOL Biology
CHEM Chemistry
CS Computer Science
ENGR Engineering
GEO Geography and Geology
MATH Mathematics
PHYA Physics and Astronomy

Question 7 The **Repeat Limit** should reflect the number of times a student can enroll for degree credit **beyond** the first enrollment. Enter zero (0) unless the course can be taken multiple times for credit (e.g., special topics, internships). **Total Maximum Hours** is the number of hours for which a student may receive degree credit for this course.

Question 9 Table of Schedule Types

A Applied Learning—Focus on process and/or technique
B Lab—Experimental study in a setting equipped for testing and analysis
C Lecture/Lab—Combination of formal presentation and experimental study
D Applied Technique—Private or small group instruction
E Ensemble Performance—Group Performance
H Clinical—Development of professional skills, typically in a medical setting
I Independent Study—Individualized instruction between the student & faculty member
K Workshop—Seminar emphasizing practical applications of a subject
L Lecture—Formal presentation of a subject; may include a variety of delivery methods.
M Maintaining Matriculation—Course enrollment requirement during completion of thesis or dissertation
N Internship—Capstone supervised professional experience
O Cooperative Education—Practical experience with a cooperating organization
P Practicum—Supervised practical experience
R Research—Directed investigation or experimentation

- S Seminar**—Group discussion and exchange of information
T Student Teaching—Capstone supervised teaching experience

Question 12 Be sure to indicate **AND** or **OR, if applicable**. Including a pre-requisite on this form does not mean the Banner system will check for completion of appropriate course(s). A separate “On-Line Prerequisite Checking Request” form must be submitted to the Office of the Registrar to initiate on-line prerequisite checking.

Question 14 Courses can be restricted either by college, major, or classification. Use this area to include or exclude particular populations for enrollment in this course.

LIBRARY RESOURCES, page 1 of 2
Revised April 2008

Date: September 15, 2015

Proposed Course Name and Number: PS 550

Current Library holdings in support of the course are:

✓ adequate inadequate*

 library resources not needed for course**

* Inadequate library support will NOT delay approval. If support is adequate, additional materials may still be recommended.

** Library is not responsible for supporting course if this option is chosen.

I. Books/Electronic Resources/Other. Please list key titles, whether or not library already owns; attach course reading list, if any; library materials to be placed on reserve; wish list. If reading list not yet compiled, send asap. Attach additional sheet(s) if needed.

See attached.

II. Key journal titles needed/recommended:

None

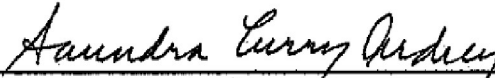
LIBRARY RESOURCES, page 2 of 2

Please submit tentative course proposal to Liaison Librarian before departmental curriculum committee meeting when proposal will be considered. This form will be signed and returned to proponent within three working days.

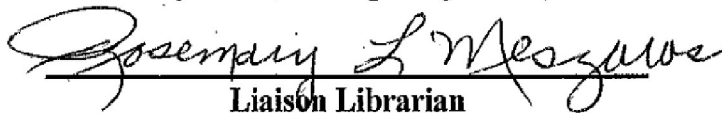
Find Your Liaison Librarian: http://www.wku.edu/Library/dlps/lia_dept.htm

Questions or problems?

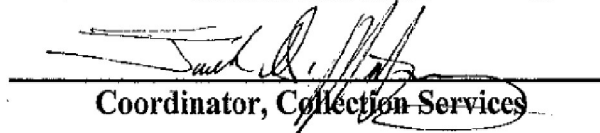
Contact Jack Montgomery, jack.montgomery@wku.edu Coordinator, Collection Services
Or UCC Library Representative <http://www.wku.edu/ucc/guidelines.html>



Faculty Member Proposing Course



Liaison Librarian



Coordinator, Collection Services

**Revise a Program
(Action)**

Date: 9/8/2015

College: College of Education and Behavioral Sciences

Department: Psychology

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

1. Identification of program:

1.1 Reference number: 092

1.2 Program title: Psychology, Master of Arts

2. Proposed change(s):

2.1 ☐ title:

2.2 ☐ admission criteria:

2.3 ☒ curriculum: Add new course, PSY 646 to the options

2.4 ☐ other:

3. Detailed program description:

Existing Program	Revised Program
Program Requirements (48 hours) The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence	Program Requirements (48 hours) The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence

(PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662). Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health screenings.			(PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662). Practicum/internship sites may have additional requirements before allowing students to complete placements; these might include, but are not limited to, vaccinations, additional background checks, and health screenings.		
Methods and Statistics			Methods and Statistics		
PSYS 510	Advanced Research Methods in Psychology	3	PSYS 510	Advanced Research Methods in Psychology	3
or EDFN 500	Research Methods		or EDFN 500	Research Methods	
PSYS 518	Statistics and Psychometric Theory	3	PSYS 518	Statistics and Psychometric Theory	3
or EDFN 501	Educational Statistics		or EDFN 501	Educational Statistics	
Science of Behavior			Science of Behavior		
PSY 511	Psychology of Learning	3	PSY 511	Psychology of Learning	3
or PSYS 533	Advanced Topics in Cognition		or PSYS 533	Advanced Topics in Cognition	
PSYS 552	Advanced Social Psychology	3	PSY 646	Social Psychology for Applied Practice	3
PSYS 567	Advanced Physiological Psychology	3	or PSYS 552	Social Psychology	
Scientific Writing			PSYS 567	Advanced Physiological Psychology	3
PSY 599	Thesis Research	6	Scientific Writing		
Ethics			PSY 599	Thesis Research	6
PSY 541	Professional Issues and Ethics in Psychology	3	Ethics		
Practicum and Internship			PSY 541	Professional Issues and Ethics in Psychology	3
PSY 662	Practicum in Psychology	3	Practicum and Internship		
PSY 562	Practicum in Psychological Assessment	3	PSY 662	Practicum in Psychology	3
PSY 592	Psychology Internship	3	PSY 562	Practicum in Psychological Assessment	3
Clinical Courses			PSY 592	Psychology Internship	3
PSY 560	Assessment of Individual Intellectual Functioning; Theories and Issues	3	Clinical Courses		
			PSY 560	Assessment of Individual Intellectual	3

PSY 640	Psychopathology	3		Functioning:Theories and Issues	
PSY 641	Theories of Psychotherapy	3	PSY 640	Psychopathology	3
PSY 660	Assessment of Personality and Socio-Emotional Functioning	3	PSY 641	Theories of Psychotherapy	3
PSY 520	Individual Differences and Human Diversity	3	PSY 660	Assessment of Personality and Socio-Emotional Functioning	3
Total Hours		48	PSY 520	Individual Differences and Human Diversity	3
			Total Hours		48

4. **Rationale:** The focus of our program is applied practice and students will benefit professionally from learning about applications of Social Psychology. The new course is customized to focus on the needs of clinical psychology practitioners.

5. **Proposed term for implementation:** Spring 2016

6. **Dates of committee approvals:**

Department	<u>9/18/15</u>
College Curriculum Committee	<u>10/6/2015</u>
Graduate Council	<u>11/12/2015</u>
University Senate	_____

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, PhD, jillduba.sauerheber@wku.edu; 5-4799

1. Identification of program:

1.3 Reference number: 043

1.4 Program title: Counseling, Master of Arts in Education
Clinical Mental Health Counseling; Marriage, Family and Couples Counseling

2. Proposed change(s):

2.1 ☐ title:

2.2 ☒ admission criteria:

2.3 ☐ curriculum:

2.4 ☐ other:

(Identify deletions by strike-through and highlight additions.)

3. Detailed program description:

Existing Program	Revised Program
Program Admission Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an	Application Deadline is October 15 for spring admission; and March 15 for fall admission. 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 each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked

interview.

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

Application for admission requires three steps:

1. Submit required materials to the Graduate School:
 1. Complete the online graduate application at www.wku.edu/graduate/.
 2. Pay a non-refundable application processing fee. Payment is required prior to submission of required materials and the online application form.
 3. Submit official transcripts of all post-secondary academic work and an official score report of either the GRE or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.
 4. Understand that submitting materials to the Graduate School is required. Submission of materials to the Graduate School does not imply a guarantee of admission to a Department of Counseling and Student

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

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

1. **Graduate School Application Form** (<http://www.wku.edu/graduate/>) Requirements include a non-refundable application processing fee and official transcripts.
2. **A statement of interest** (Visit <http://wku.edu/csa/> for required content and formatting)
3. **KSP background check and signed statement: PDF | Word**
4. **An updated resume**

In addition to the Graduate School application

Affairs master's degree program. 2. Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials: 1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content: 1. Discuss what it would mean to you to become a counselor. 2. Describe your personal characteristics that prepare you to become an effective counseling professional.	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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3. Discuss how you deal with your emotional reactions to events in your life. 4. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. 5. Briefly discuss how you deal with stressful events. 6. Explain how your friends and family would describe the way you function in your relationships with them. 7. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives. 2. A completed admission form. 1. Signature Required –Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.	
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2. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check to be considered for admission.) Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program. 3. Three recommendations that use the Candidate Recommendation Form. 1. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references. 2. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this	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
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~~person an envelope in which they will seal the recommendation.~~

- ~~3. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.~~
- ~~4. An unofficial copy of your transcripts and GRE or Miller Analogy scores.~~
- ~~5. A current vita.~~
- ~~6. Mail your complete application portfolio to:
Department of Counseling and Student Affairs
Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling Concentrations
Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
#51031
Bowling Green, KY 42101~~

The application requires attention to detail, thought, and effort. You should allow approximately 6 weeks to complete the various

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 that 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.

~~parts of this application, including time to get recommendations to and from the individuals making the recommendations.~~

3. ~~If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:~~
- ~~1. Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.~~
 - ~~2. Discussion of academic and professional goals.~~
 - ~~3. Expectations of faculty.~~
 - ~~4. Demonstration of interpersonal skills and insight into personal motivations.~~
 - ~~5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.~~

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are

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

4. Rationale: First, the process will become much more efficient and expedient. The Graduate School will process the applications, as well as keep track of the completeness of the application. In the past, part of the application was submitted to Graduate School and the other requirements were sent to the Department. Because of this efficiency, admissions will be opened twice a year (which could significantly increase number of applicants). Secondly, the new application requirements will reflect what Department faculty actually value in incoming students. For example, while the GRE and/or MAT results were considered, they were not seen as reflective of a Counseling or Student Affairs student's potential or aptitude within the Department. Removing the exam requirement is also consistent with a practice throughout the university. Additionally, reference letters will not be required but only used upon request. Similarly, such letters were not seen as useful predictors of student success within the Department. Finally, the number of prompts for the writing sample were significantly reduced to reflect only information that the faculty value as useful for admissions decisions. Thirdly, the admissions interview was revised to include a group interview (rather than solely relying on individual interviews). This revision reflects current practice within Counselor Education programs throughout the country. It also provides an excellent opportunity for incoming students to demonstrate personal qualities and dispositions valued by the helping profession. In short, the faculty believe that all of the revisions will not only streamline the admissions process, but also provide a process that more accurately reflects what the faculty value, as well as current admissions practices in Counselor Education programs across the country.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>09-16-2015</u>
College Curriculum Committee	<u>10-06-2015</u>
Professional Education Council (if applicable)	<u> </u>
Graduate Council	<u>11-12-2015</u>
University Senate	<u> </u>

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, PhD, jillduba.sauerheber@wku.edu; 5-4799

1. Identification of program:

1.5 Reference number: 046

1.6 Program title: School Counseling, Masters of Arts in Education

2. Proposed change(s):

2.1 ☐ title:

2.2 ☒ admission criteria:

2.3 ☐ curriculum:

2.4 ☐ other:

(Identify deletions by strike-through and highlight additions.)

3. Detailed program description:

Existing Program	Revised Program
Program Admission Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is	CNS ADMISSIONS Application Deadline is October 15 for spring admission; and March 15 for fall admission. 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 each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked

competitive with a limited number of openings available.

Application for admission requires three steps:

1. ~~Submit required materials to the Graduate School:~~
 1. ~~Complete the online graduate application at www.wku.edu/graduate/.~~
 2. ~~Pay a non-refundable application processing fee. Payment is required prior to submission of required materials and the online application form.~~
 3. ~~Submit official transcripts of all post-secondary academic work.~~
 4. ~~All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.~~
 5. ~~Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.~~
 6. ~~Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of~~

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

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

1. **Graduate School Application Form**
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3. **KSP background check and signed statement:** PDF | Word
4. **An updated resume**

In addition to the Graduate School application

materials to the Graduate School does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

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

1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content:
 1. Discuss what it would mean to you to become a school counselor.
 2. Describe your personal characteristics that prepare you to become an effective

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.

school counselor. 3. Discuss how you deal with your emotional reactions to events in your life. 4. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. 5. Briefly discuss how you deal with stressful events. 6. Explain how your friends and family would describe the way you function in your relationships with them. 7. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. 2. A completed admission form (PDF or Word) 1. Signature required— Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving	
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abuse or personal harm.

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

3. Three recommendations that use the Candidate Recommendation Form ([PDF](#) or [Word](#))

1. Recommendations are required from people who are able to comment on your professional competence. Professors, adjuncts, and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.
2. AFTER you fill out the first side of the recommendation form with your name, program of

~~study and signature,
give the form to
your reference.
Also, give this
person an envelope
in which she or he
will seal the
recommendation.~~

~~3. Ask each reference
to sign his or her
name across the
sealed flap,
indicating a
completed
recommendation is
inside the envelope.
The reference
returns this sealed,
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them to the rest of
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School Counseling Program
Western Kentucky
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Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
#51031
Bowling Green, KY 42101-
1031~~

*The application requires attention
to detail, thought and effort. You*

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

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 - ~~4. Demonstration of interpersonal skills and insight into personal motivations.~~
 - ~~5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.~~

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arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission to the most highly rated candidates.

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

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applicants whose credentials qualify them for the interview assessment and who are most highly ranked following the interview assessment. The number of students admitted depends on the number of openings. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews. Please refer to the admission section of this catalog for Graduate School admission requirements.	
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5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>09-16-2015</u>
College Curriculum Committee	<u>10-06-2015</u>
Professional Education Council (if applicable)	<u>10-14-2015</u>
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Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

Contact Person: Jill Duba Sauerheber, PhD, jillduba.sauerheber@wku.edu; 5-4799

1. Identification of program:

1.7 Reference number: 145

1.8 Program title: Student Affairs in Higher Education, Masters of Arts in Education

2. Proposed change(s):

2.1 ☐ title:

2.2 ☒ admission criteria:

2.3 ☐ curriculum:

2.4 ☐ other:

(Identify deletions by strike-through and highlight additions.)

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2. **A statement of interest** (Visit <http://wku.edu/csa/> for required content and formatting)
3. **KSP background check and signed statement:** PDF | Word
4. **An updated resume**

In addition to the Graduate School application process, students entering the Student Affairs

not imply a guarantee of admission to a Department of Counseling and Student Affairs master's degree program.

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

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

5. A current vita.

6. Mail your complete application portfolio to:
Department of Counseling
and Student Affairs
Student Affairs in Higher
Education Program
Western Kentucky
University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
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prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

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

4. Rationale: First, the process will become much more efficient and expedient. The Graduate School will process the applications, as well as keep track of the completeness of the application. In the past, part of the application was submitted to Graduate School and the other requirements were sent to the Department. Because of this efficiency, admissions will be opened twice a year (which could significantly increase number of applicants). Secondly, the new application requirements will reflect what Department faculty actually value in incoming students. For example, while the GRE and/or MAT results were considered, they were not seen as reflective of a Counseling or Student Affairs student's potential or aptitude within the Department. Removing the exam requirement is also consistent with a practice throughout the university. Additionally, reference letters will not be required but only used upon request. Similarly, such letters were not seen as useful predictors of student success within the Department. Finally, the number of prompts for the writing sample were significantly reduced to reflect only information that the faculty value as useful for admissions decisions. Thirdly, the admissions interview was revised to include a group interview (rather than solely relying on individual interviews). This revision reflects current practice within Counselor Education programs throughout the country. It also provides an excellent opportunity for incoming students to demonstrate personal qualities and dispositions valued by the helping profession. In short, the faculty believe that all of the revisions will not only streamline the admissions process, but also provide a process that more accurately reflects what the faculty value, as well as current admissions practices in Counselor Education programs across the country.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>09-16-2015</u>
College Curriculum Committee	<u>10-06-2015</u>
Professional Education Council (if applicable)	<u></u>
Graduate Council	<u>11-12-2015</u>
University Senate	<u></u>

Revise a Program (Action)

Date: September 28, 2015
 College: CEBS
 Department: College Wide Program Housed in the Dean's Office
 Contact Person: Janet Applin, janet.applin@wku.edu, 5-4014

1. Identification of program:

- 1.1 Reference number: 042
 1.2 Program title: Education and Behavioral Science Studies, Master of Arts in Education

2. Proposed change(s):

- 2.1 ☐ title:
 2.2 ☒ admission criteria: Replace the current admission requirements with the Graduate School's minimum admission with the addition of a statement to allow the last 30 hours of course work to be accepted if it is a 3.0.
 2.3 ☒ curriculum: Replace the specific professional development course with a description of the type of course required. Add a statement about the exit criteria.
 2.4 ☐ other:

3. Detailed program description:

Existing Program	Revised Program
(Insert existing program language) This is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology. Admissions Requirements Applicants for admission must: • Document a cumulative overall grade point	(Identify deletions by strike-through and highlight additions.) This is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology. Admissions Requirements Applicants must meet minimum Graduate School requirements for admission to be admitted to this program. Refer to the

average (GPA) of 2.75 or above (counting all course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and • _ Submit a scholarly/professional writing sample to be assessed by the admissions committee; OR • _ Attain a GAP score (\$50 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE V+GRE Q)+(GPAx100); earn a GRE verbal score of at least 144 (at least 350 on the GRE V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139. AND • _ Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals. International students who apply must achieve a minimum score of 550 on the paper based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version). Degree Requirements (30 hours) A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals. Required core - 18 hours <i>Research Foundations-3 hours</i> EDFN 500 Research Methods or equivalent, approved by advisory committee <i>Professional Foundations-3 hours</i> <i>Strategies/Methodologies of Education or Behavioral Sciences-3 hours</i> <i>Developmental Issues-3 hours</i> *Professional Development-3 hours EDU 594 Practicum in Education or Behavioral	Graduate School admission requirements for additional information: http://catalog.wku.edu/graduate/admission/application/ Applicants may be considered for admission if they have a GPA of 3.0 in the last 30 hours of course work, undergraduate and graduate. NOTE: Upon admission, applicants will be required to complete an applicant statement form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of these goals. The applicant statement form may be found at the following link: http://www.wku.edu/cebs/programs/graduate/ebss/contact.php Degree Requirements (30 hours) A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination or complete the thesis option. Non-Thesis option students must pass comprehensive exams as exit criteria for the program. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals. Required core - 18 hours <i>Research Foundations-3 hours</i> EDFN 500 Research Methods or equivalent, approved by advisory committee <i>Professional Foundations-3 hours</i> <i>Strategies/Methodologies of Education or Behavioral Sciences-3 hours</i> <i>Developmental Issues-3 hours</i> *Professional Development-3 hours
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Sciences or other practicum or seminar course requiring field-based, practical application approved in advance by advisor <i>*Capstone Course-3 hours</i> EDU 595 Directed Study in Education or Behavioral Sciences <i>*A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i> Option 1: Education Studies - 12 hours <i>Advisor-approved pedagogy-related, strategies, or methods course-3 hours Content courses-9 hours (Courses from non-education fields must be approved by advisor.)</i> Option 2: Behavioral Science Studies - 12 hours <i>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral science areas. Students must have prior departmental approval to enroll in the courses</i>	Field based practicum, seminar course, or other advisor approved experience. <i>*Capstone Course-3 hours</i> EDU 595 Directed Study in Education or Behavioral Sciences <i>*A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i> Option 1: Education Studies - 12 hours <i>Advisor-approved pedagogy-related, strategies, or methods course-3 hours Content courses-9 hours (Courses from non-education fields must be approved by advisor.)</i> Option 2: Behavioral Science Studies - 12 hours <i>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral science areas. Students must have prior departmental approval to enroll in the courses</i>
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4. Rationale: The EBSS program has become a program of interest for many international students and the minimum Graduate School requirements for admission of a baccalaureate or higher, cumulative GPA of 2.75, along with the TOEFL scores (or other acceptable options for those whose native language is not English) is sufficient for admission to this program. Many well-respected universities eliminated the GRE requirement for masters programs. NYU, John Hopkins, and Berkeley are just a few of those who no longer require a GRE score for admission. The literature is clear that the GRE's predictive validity of success in a graduate program is weak at best and invalid at worst for some disciplines. (See annotated bibliography from the Graduate Diversity Program, UC Berkeley: <http://grad.berkeley.edu/wp-content/uploads/GRE-Studies-Annotated-BIBLIOGRAPHY-2014-December-5.pdf>) The cumulative GPA is seen as a better predictor of success in graduate school past the first year. In addition, replacing the specific professional development course for a description of a type of professional development course allows students more flexibility in individualizing the program.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

EBSS Advisory Committee Approval	Sept. 29, 2015
College Curriculum Committee	Oct. 6, 2015
Professional Education Council (if applicable)	N/A
Graduate Council	Nov. 12, 2015
University Senate	

Revise a Program (Action)

Date: October 8, 2015

College: CHHS

Department: Department of Communication Sciences and Disorders

Contact Person: Jean Neils-Strunjas, Ph.D., jean.neils-strunjas@wku.edu, 270-745-8998

1. Identification of program:

- 1.1 Reference number: 0466
- 1.2 Program title: Speech-Language Pathology Master of Science
- 1.3 Credit Hours: 60 hours

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
Program Admission Applicants to the master's degree program in Speech-Language Pathology must meet the following minimum requirements: • GRE Verbal score of 143. Students testing before August 1, 2011 need a GRE Verbal score of 350 • GRE Writing score of 3.5 • Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.) Applicants must also submit along with an application to the Graduate School: • Written essay - The essay must be	Program Admission Applicants to the master's degree program in Speech-Language Pathology must meet the following minimum requirements: • GRE Verbal score of 143 • GRE Writing score of 3.5 • A baccalaureate degree from a regionally accredited institution. • Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.) • The following prerequisite courses in communication sciences and disorders must be completed, in progress, or on the applicant's undergraduate plan of study when applying to the program. 1. Normal Speech & Language Development 2. Science of Speech & Hearing 3. Phonetics

no more than 1 page typed, using a 12-point Times New Roman font, and double spaced. The applicant's name and the date on which the essay was written should be noted at the top. Visit www.wku.edu/communicationdisorders for designated topic when applying. • 3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent. • Official GRE score report. Exam must be completed within the past 5 years. • Official transcripts from all colleges attended. • Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders Applications to the Speech-Language Pathology graduate program will be ranked based on scores in the following areas: • Verbal score of the GRE • Writing score of the GRE • Average GPA for the last 60 credit hours of college coursework • Written essay Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are	4. Language Disorders 5. Articulation Disorders 6. Speech Anatomy & Physiology 7. Audiology 8. Diagnostic or Assessment Procedures Clinical observation through a University program (25 hours of clinical observation supervised by a certified speech-language pathologist or audiologist) is preferred but not required. See undergraduate Pre-SLP coursework for more information about how to register for prerequisite courses in communication sciences and disorders. The following prerequisite courses in basic sciences must be completed, in progress, or on the applicant's undergraduate plan of study when applying to the program. These include one course in each of the 4 basic science areas: • Biological Science (Science of living things, such as Biology, Human Anatomy) • Physical Science (Science of non-living things: Acoustics, Physics or Chemistry) • Social Science (Psychology, Sociology, Anthropology) • Statistics All prerequisite courses must be completed before beginning the graduate program. Applicants must also submit along with an application to the Graduate School: • Written essay - The essay must be no more than 1 page typed, using a 12-point Times New Roman font, and double-spaced. The applicant's name and the date on which the essay was written should be noted at the top. Visit www.wku.edu/communicationdisorders for designated topic when applying. • 3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation
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known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program. Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed. Please refer to the admission section of this catalog for Graduate School admission requirements.	should NOT be sent. • Official GRE score report. Exam must be completed within the past 5 years. • Official transcripts from all colleges attended. • Departmental Application must be completed and submitted to the Department of Communication Sciences and Disorders • Video presentation (See instructions posted at http://www.wku.edu/communicationdisorders/graduateadmission.php) Applications to the Speech-Language Pathology graduate program will be ranked based on scores in the following areas: • Verbal score of the GRE • Writing score of the GRE • Average GPA for the last 60 credit hours of college coursework • Written essay • Interpersonal communication Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program. Any academic deficiencies required to meet certification requirements of the American Speech-Language-Hearing Association must be completed. Please refer to the admission section of this catalog for Graduate School admission requirements.
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4. **Rationale:** The Speech-Language Pathology Graduate Program at Western Kentucky University is accredited by the Council on Academic Accreditation affiliated with the

American Speech-Language- Hearing Association (ASHA). The Master of Science degree in Speech-Language Pathology prepares students for professional certification by ASHA. Students must have prerequisite courses in order to apply for certification. In addition, the prerequisite courses lay the foundation for graduate level coursework.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department of Communication Sciences & Disorders	<u>10/08/2015</u>
CHHS Graduate Curriculum Committee	<u>October 19, 2015</u>
Graduate Council	<u>November 12, 2015</u>
University Senate	<u></u>

**Potter College of Arts and Letters
Department of Music
Proposal to Revise a Program
(Action Item)**

Submitted by: Dr. Robyn Swanson

robyn.swanson@wku.edu

270-745-5925

1. Identification of program:

1. Current program reference number: 0453
2. Current program title: Master of Music in Pedagogy (MUPD)
3. Credit hours: 30

2. Identification of the proposed program changes:

The Department of Music proposes to add four additional hours (two semesters) of applied instruction to the MM in Pedagogy. As a result a smaller amount of electives (3 instead of 6) will be required and a one-hour ensemble requirement will also be removed.

3. Detailed program description:

Existing Program	Revised Program
Admission Requirements: Students seeking admission to the graduate program apply to the program through the Office of Graduate Studies. (Criteria vary, depending on the student's undergraduate institution and GPA): 1. No GRE qualifying score will be required for applicants who are graduates of a WKU baccalaureate music degree program. 2. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum of 2.75 GPA for all previous coursework (undergraduate and graduate). 3. Applicants with undergraduate degrees from	Admission Requirements: Students seeking admission to the graduate program apply to the program through The Graduate School. (Criteria vary, depending on the student's undergraduate institution and GPA). University Admission Requirements 1. Baccalaureate degree in music. 2. Applicants who are alumni of WKU teacher preparation programs seeking the Music Education/Teacher Leader and Conducting/Teacher Leader concentrations must submit a current, valid teaching certificate or Statement of Eligibility for P-12 Music Certification (Integrated, Vocal, or Instrumental). 3. Candidates who are alumni of WKU baccalaureate music degree programs seeking the Conducting and Pedagogy concentrations must submit an application.

all other accredited universities with a GPA lower than 2.75 (undergraduate and graduate) must achieve a GAP (GRE score multiplied by the undergraduate GPA) score of 2200 or higher and a GRE Analytical Writing score of 3.5 or higher. \ 4. <i>Department of Music Admission Requirements:</i> 1) Prior to entrance: Audition on primary instrument or voice 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history Minimal Criteria for Curriculum Development All degree-seeking students must submit a planned program of study (Curriculum Contract) to the Office of Graduate Studies prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with the Office of Graduate Studies regulations, the degree program in to be developed in consultation with the approved advisor that is assigned at the time of admission to the program. Master of Music in Pedagogy Program (30 hour program) Leads to National Certification by Music Teachers National Association (MTNA) Pedagogy Core 12 hrs. <table> <tr> <td>MUS 520 Advanced Pedagogy</td> <td>3 hrs</td> </tr> <tr> <td>MUS 513 Ind. Dir. Study/Pedagogy</td> <td>3 hrs</td> </tr> <tr> <td>MUS 553 Applied Lessons</td> <td>2 hrs</td> </tr> <tr> <td>Ensemble</td> <td>1 hr.</td> </tr> <tr> <td>MUS 625 Graduate Capstone Project</td> <td>3 hrs</td> </tr> </table>	MUS 520 Advanced Pedagogy	3 hrs	MUS 513 Ind. Dir. Study/Pedagogy	3 hrs	MUS 553 Applied Lessons	2 hrs	Ensemble	1 hr.	MUS 625 Graduate Capstone Project	3 hrs	4. Applicants who have undergraduate degrees from all other accredited universities will be admitted without a qualifying GRE score if they have a minimum 2.75 GPA for all previous coursework (undergraduate and graduate) and if required for the concentration, have or are eligible for a teaching certificate. A copy of the certificate or statement of eligibility must be submitted with the application if applicable. Department of Music Admission Requirements 1) Prior to entrance: Audition on primary instrument or voice. 2) Prior to completion of 9-12 graduate hours: students are required to take placement exams in music theory and music history. Please refer to the admission section of this catalog for Graduate School admission requirements. Minimal Criteria for Curriculum Development All degree-seeking students must submit a planned program of study (Curriculum Contract) to The Graduate School prior to enrollment in coursework beyond 12 credit hours (inclusive of transfer credit). In compliance with The Graduate School regulations, the degree program in to be developed in consultation with the approved advisor that is assigned at the time of admission to the program. Master of Music in Pedagogy Program (Revised 30 hour program) Leads to National Certification by Music Teachers National Association (MTNA) Pedagogy Core 15 hrs. <table> <tr> <td>MUS 520 Advanced Pedagogy</td> <td>3 hrs</td> </tr> <tr> <td>MUS 513 Ind. Dir. Study/Pedagogy</td> <td>3 hrs</td> </tr> <tr> <td>MUS 553 Applied Music Principal (3 semesters @ 2 hrs. each)</td> <td>6 hrs</td> </tr> <tr> <td>MUS 625 Graduate Capstone Project</td> <td>3 hrs</td> </tr> </table> Music Core 12 hrs.	MUS 520 Advanced Pedagogy	3 hrs	MUS 513 Ind. Dir. Study/Pedagogy	3 hrs	MUS 553 Applied Music Principal (3 semesters @ 2 hrs. each)	6 hrs	MUS 625 Graduate Capstone Project	3 hrs
MUS 520 Advanced Pedagogy	3 hrs																		
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MUS 553 Applied Music Principal (3 semesters @ 2 hrs. each)	6 hrs																		
MUS 625 Graduate Capstone Project	3 hrs																		

MUS 500 Theory Seminar		3 hrs
MUS 530 Music Literature		3 hrs
MUS 525 Music and Human Experience		3 hrs
MUS 511 Research Methods in Music		3 hrs
Electives 6 hrs.		
MUS 512 Music Education Workshop		3 hrs
MUS 513 Ind. Dir. Study/Music Ed		3 hrs
MUS 550 Applied Music Secondary		1 hr
MUS 553 Applied Music Principal		2 hrs
Performing Ensembles selected from:		
MUS 540, 541, 544, 545, 547, 548, 571,		
574		1 hr
Program Exit Requirements:		
Graduate Capstone Project		
Candidates must successfully complete MUS 625- Graduate Capstone Pedagogy Project. The Capstone Pedagogy Project will include: Lecture recital and corresponding research paper OR Pedagogy Action Research Project with presentation of Research Findings to the Graduate Music Pedagogy Faculty. A grade of B or better must be earned.		
Oral Comprehensive Exam		
The graduate pedagogy student will be required to take a comprehensive oral exam. This type of exam approach will demonstrate a student’s ability to orally problem solve in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate’s oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement.		
The Capstone Pedagogy Project will include:		
Lecture recital and corresponding research		

The Capstone Pedagogy Project will include: Lecture recital and corresponding research paper OR Pedagogy Action Research Project with presentation of Research Findings to the Graduate Music Pedagogy Faculty. A grade of B or better must be earned. The graduate pedagogy student will be required to take a comprehensive oral exam. This type of exam approach will demonstrate a student's ability to orally problem solve in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement. All program requirements have been met to graduate from the program.	paper OR Pedagogy Action Research Project with presentation of Research Findings to the Graduate Music Pedagogy Faculty. A grade of B or better must be earned. The graduate pedagogy student will be required to take a comprehensive oral exam. This type of exam approach will demonstrate a student's ability to orally problem solve in the discipline of music, which includes historical, analytical and pedagogical applications. A committee of graduate music faculty will assess each candidate's oral exam using a 1(low) to 4 (high) scoring rubric. A passing score of 3 or higher is needed to pass the exam graduation requirement. All program requirements have been met to graduate from the program.
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4. Rationale for the proposed program change:

Because pedagogy in music is concerned primarily with private studio teaching, the consensus among applied faculty is that the current applied lesson requirement of 2 hrs. is not adequate. Applied lessons at the principal level should be increased to 6hrs to meet the one-on-one teaching/learning demands of graduate work in music pedagogy.

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

6. Dates of prior committee approvals:

Department of Music Graduate Faculty Committee	9/10/2015
Department of Music	<u>9/25/2015</u>
Potter College Curriculum Committee	<u>10/08/2015</u>

Professional Education Council (if applicable)	
Graduate Council	11-12-2015
University Senate	

Certificate Program - Create New
Graduate Certificate in
Business Core Competencies
Gordon Ford College of Business
(Action)

Date: October 7, 2015
College: Gordon Ford College of Business
Department: MBA
Contact Person: Bob Hatfield, Associate Dean GFCB
Name, email, phone: bob.hatfield@wku.edu, 270-745-6589

1. Identification of program:

- 1.1 Program title: Graduate Certificate in Business Core Competencies
- 1.2 Required hours: 16.5 Credit Hours
- 1.3 Program Description: Graduate certificate in selected core business disciplines
- 1.4 Classification of Instructional Program Code (CIP): [52.0201](#)

2. Learning outcomes of the proposed certificate program:

- A. **Discipline Knowledge:** Certificate graduates will demonstrate a general knowledge in all of the core business disciplines and more specific graduate knowledge in the areas of Accounting, Finance and two of the following areas: Economics, Information Systems, Organizational Behavior, and Marketing.
- B. **Critical and Strategic Thinking:** Certificate graduates will demonstrate the capability to integrate business discipline knowledge to formulate effective strategies and to apply relevant data analytics to identify and solve business problems.
- C. **Accounting and Financial Analysis:** Certificate graduates will demonstrate effectiveness in using systems in accounting and financial analysis.

3. Rationale:

3.1 Reason for developing the proposed certificate program:

Several WKU graduate programs have discussed a need for an option for their programs to include a business preparation without completing an entire MBA or other graduate degree. A number of peer and aspirational schools offer a graduate certificate in business administration as an option to students. Other students have asked for an educational opportunity in business education beyond the BA or BS degree without having to earn a full MBA.

3.2 Relationship of the proposed certificate program to other programs now offered by the department:

All of the courses in the certificate program are courses currently required for the MBA degree. The only exception is the 4.5 credit hour BA 502 "MBA Foundation Modules" which is generally required as a preparation step if an MBA applicant does not have a recent business degree that provides basic business knowledge in the disciplines. However BA 502 is not a requirement in the MBA curriculum.

The GFCB has only one other graduate certificate: *Graduate Certificate in Business Sustainability*. None of the courses in the Business Sustainability certificate overlap with courses in the proposed certificate.

3.3 Relationship of the proposed certificate program to certificate programs offered in other departments:

We are unaware of any graduate certificate among the 23 or more WKU graduate certificates which is similar.

3.4 Projected enrollment in the proposed certificate program: 20 per year

3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (Including programs at benchmark institutions – marked with *):

- Business Analytics: Graduate Certificate, Appalachian State University*
- Business Essentials for Professionals Certificate, Ball State University*
- Business Foundations Graduate Certificate, East Carolina University*
- Business Administration Graduate Certificate, East Tennessee State University*
- Advanced Study in Public Administration (Graduate Certificate), Indiana State University*
- Certificate of Graduate Study: Managerial Leadership, Northern Illinois University*
- Certificate in Leadership for Organizations (Business), Towson University*
- Graduate Certificate in Business Foundations, University of North Carolina at Charlotte*
- Graduate Certificate in Business Foundations, University of North Carolina at Greensboro*
- Graduate Certificate in Business Foundations, University of Southern Mississippi*
- Graduate Certificate in Business, Wayne State University
- Graduate Certificate in Core Business Competencies, NYU
- Leadership and Management Graduate Certificate, University of Cincinnati
- Business Management Certificate Program, Indiana University
- Strategic Management Certificate, Harvard University
- -None in Kentucky at a Public Institution

3.6 Relationship of the proposed certificate program to the university mission and objectives:

WKU Mission Statement: *Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.*

This graduate educational business opportunity will help prepare professionals and leaders in the area of business. This includes using the certificate as part of a strategy for lifelong learning. Better prepared professionals and leaders will benefit both the local and global society.

Challenging the Spirit Action Plan 2012-13 to 2017-18

WKU Strategic Goal 1: Foster Academic Excellence

*Extend the engaged learning and global dimensions of the WKU academic experience
Reinforce WKU as a destination of choice for faculty, staff and students*

A graduate business preparation includes courses which are applied in focus. The learning approach is engaged and offers an opportunity which is not offered at the level of a certificate in Kentucky.

OBJECTIVE 2.3

Make a college education more economically affordable for students from diverse groups.

The certificate offers an advanced business educational opportunity which costs less in time and tuition than a complete graduate business degree.

OBJECTIVE 3.1

Expand WKU's economic impact on the region through student, faculty, and staff engagement. (Includes) "Increase by 20% percentage of credits completed through distance learning" and "Expand and enhance online programs and student services."

This added certificate would expand the graduate business educational opportunities and contribute toward providing business essentials to the Kentucky workforce. The intention of the program is to provide the coursework through current online MBA courses. BA 502 MBA Foundation Modules are provided through WKU's On Demand function as part of DELO.

4. Admission Criteria:

The admission requirements are the same as those for The Graduate School. This includes a bachelor's degree, a 2.75 overall GPA, application, and a transcript. There is no GMAT or GRE requirement for the certificate. Admission to the certificate does not require or include admission to the MBA program.

5. Curriculum:

The certificate requires the successful completion of 5 courses, three of which are required and two of which are chosen from a list of specified options. The certificate requires 16.5 Credit Hours.

THREE REQUIRED COURSES:

BA 502 – MBA Foundation Modules	4.5 Hours
BA 515 – Managerial Accounting	3.0 Hours
BA 519 – Advanced Managerial Finance	3.0 Hours

TWO COURSES REQUIRED FROM THE FOLLOWING LIST:

BA 510 – Advanced Organizational Behavior	3.0 Hours
BA 511 – Applied Microeconomic Theory	3.0 Hours
BA 513 – Information Technology & Strategy	3.0 Hours
BA 517 – Advanced Marketing	3.0 Hours

6. Budget implications:

The intention is to offer the classes as online courses. No additional courses need to be added. All of these courses are currently offered on a rotation and faculty are generally payed overload for the courses through DELO. Enrollment in the certificate will help fill the courses to capacity. The BA 502 MBA Foundation Modules are also scalable based upon their special tuition as a single on-demand course.

7. Term of implementation: Fall 2016

8. Dates of committee approvals:

Department (<i>MBA Committee</i>)	<u>10/07/2015</u>
College Curriculum Committee (<i>GFCB Grad Committee</i>)	<u>10/13/2015</u>
Office of Academic Affairs (if ≥ 18 hour program)	_____
Professional Education Council (if applicable)	_____
Graduate Council	<u>11/12/2015</u>
University Senate	_____
Board of Regents	_____