

## **CEBS CURRICULUM COMMITTEE**

**3:00 pm – May 3, 2011**

**GRH 3073 Conference Room**

- I. Approval of Minutes of the April 5, 2011 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. **New Business**

PSYCHOLOGY DEPARTMENT

1. Create a New Course – PSY 504, advanced Research Methods in Psychology
2. Revise Course Title – PSY 512, Seminar in Experimental Design
3. Revise a Program – 092, Master of Arts in Psychology

EDUCATIONAL ADMINISTRATION, LEADERSHIP AND RESEARCH

1. Create a New Course – ADED 600, Maintaining Matriculation
2. Revise a Program – 047, Adult Education
3. Create a New Certificate Program – Adult Education

SCHOOL OF TEACHER EDUCATION

1. Revise a Program – 553, Exceptional Education – LBD and MSD

COUNSELING AND STUDENT AFFAIRS

1. Multiple Revisions to a Course – CNS 590, Practicum
2. Multiple Revisions to a Course – CNS 591, MHC/MFT Practicum
3. Multiple Revisions to a Course – CNS 595, Internship
4. Multiple Revisions to a Course – CNS 596, MHC/MFT Internship
5. Revise a Program – 046, School Counseling

Also included - program policy to help clarify multiple change proposals.

EDUCATIONAL LEADERSHIP DOCTORAL (EDD) PROGRAM

**Information Only**

1. Create a Temporary Course – EDLD 712, Research Methods and Design for Educational Leaders (summer 2011 implementation)
2. Create a Temporary Course – EDLD 712, Research Methods and Design for Educational Leaders (fall 2011 implementation)

EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND RESEARCH/EDD  
LEADERSHIP COUNCIL

**Information Only**

1. Change Course Prefix (Subject Area) EDAD to EDLD 798 and 799

### III. **Other Business**

- Two Reports from Alternate Admission Subcommittee
- Select a UCC representative and a UCC alternate for the 2011/2012 academic year

Proposal Date: 3/4/2011

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

Contact Person: Sharon A. Mutter, email: [sharon.mutter@wku.edu](mailto:sharon.mutter@wku.edu), phone: 5-4389

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: PSY 504
- 1.2 Course title: Advanced Research Methods in Psychology
- 1.3 Abbreviated course title: Adv Research Methods
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: Graduate standing or permission of the instructor
- 1.7 Course catalog listing: Examination of methodological concepts and issues in the conduct of psychological research.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: Currently, all students in the psychology graduate programs enroll in PSY 512 Experimental Design to acquire knowledge of research methods, design, and statistics in psychology. However, the focus of PSY 512 is on factorial experimental designs and statistical analysis and consequently, students do not receive foundational content on non-experimental research methods and designs in this course. The proposed course will offer students broad coverage of both non-experimental and experimental methods and designs and will help them acquire the knowledge and skills that will foster their ability to conduct psychological research in either a laboratory or an applied setting. As such, the course contributes to the WKU mission and strategic plan by providing tools that will allow students to conduct high quality research at the university and in the community.
- 2.2 Projected enrollment in the proposed course: Based on current enrollment levels in PSY 512, the proposed course enrollment is expected to average 25-30 psychology graduate students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will provide foundational knowledge and skills that will be used in other psychology graduate courses. It is therefore recommended that students be enrolled in the proposed course during the first semester of their first year of graduate study.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other disciplines in the social and behavioral sciences at WKU offer research methods courses (e.g., EDFN 500, PH 501, SOCL 510, SOCL 513). However, these courses focus on the research methods used their specific disciplines and do not provide the context or content that is required for psychology graduate

students. For the same reason, it is not expected that students from other disciplines would enroll in the proposed course.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Sixteen of our benchmark universities have graduate programs similar to our M.A. program and of these, 14 have courses specifically devoted to research methods (i.e., not combined with statistics). For examples, see: Ball State, PSYSC 680 Research Methods in Psychology; Middle Tennessee State, PSY 6615 Basic and Applied Research Methods in Psychology; Missouri State, PSY 752 Research Methods; Northern Arizona University, PSY 673 Techniques of Psychological Research

### 3. Discussion of proposed course:

- 3.1 Course objectives: At the conclusion of this course students will:
- 3.1.1 Understand the principles of scientific research as they are used in psychology
  - 3.1.2 Demonstrate knowledge of experimental and non-experimental research methods and designs and how and when they should be applied
  - 3.1.3 Understand the advantages and disadvantages of experimental and non-experimental research methods and designs
  - 3.1.4 Be able to assess the validity of psychological research
  - 3.1.5 Demonstrate knowledge of ethical issues in the conduct of research with both humans and animals
  - 3.1.6 Be able to write scientific reports and make oral presentations of research findings
- 3.2 Content outline: The course will consist of lectures and demonstrations on the following topics: language of science, ethical issues in research, formulating research questions, hypothesis testing, confounding and control, measuring variables (e.g., scales, variance and covariance), sampling methods, experimental design (independent groups, dependent groups, and mixed groups, single participant), non-experimental research (quasi-experimental, correlational, longitudinal, case studies, survey research), and presenting research findings (both written and oral) in psychology.
- 3.3 Student expectations and requirements: Students will be graded on their knowledge of course content via examination, a group research project (completion of a simple study, class presentation, and write-up in APA format), and a written research proposal (review of relevant background research, outline and discussion of major hypotheses and objectives, detailed methodology).
- 3.4 Tentative texts and course materials:
- Evans, A. N. & Rooney, B. J. (2011). *Methods in psychological research*. Los Angeles: Sage.
  - McBride, D. M. (2010). *The process of research in psychology*. Los Angeles: Sage.
  - McBurney, D., & White, T. (2007). *Research methods, 7<sup>th</sup> Edition*, Thompson/Wadsworth.
  - American Psychological Association (2010). *Publication manual of the American Psychological Association, 6<sup>th</sup> Edition*, Washington, DC: APA.

**4. Resources:**

4.1 Library:

- Psychology indexing/abstracting/full-text services offered by the WKU library will provide adequate access to journal articles needed for this course.
- Monographic reference works maintained by the library (e.g., Guide to Publishing in Psychology Journals; Mental Measurements Yearbook; Tests in Print) are adequate for this course.

4.2 Instructional technology: WKU's web-based instructional tools (i.e., Blackboard) and the computer laboratories and services provided by the CEBS Educational Technology Center will be used for this course. Both are adequate for the needs of the professor and the students.

**5. Budget implications:**

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall 2012

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

Department of Psychology:	<u>April 4, 2011</u>
CEBS Curriculum Committee	_____
Graduate Council	_____
University Senate	_____

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

**LIBRARY RESOURCES, page 1 of 2**  
**Revised April 2008**

**Date:** 4/5/2011

**Proposed Course Name and Number:** Advanced Research Methods in Psychology, PSY 504

**Current Library holdings in support of the course are:**

\_\_\_\_\_  $\checkmark$  \_\_\_\_\_ **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.**

As noted in the course proposal, students will be required to complete a group research project and a research proposal. The library maintains an extensive set of monographic reference works as well as a large collection of books in the various areas of psychology. These resources will be sufficient to complete these assignments. The books listed below would be useful reference materials for the course and are available through the library.

- American Psychological Association (2010). *Publication manual of the American Psychological Association, 6<sup>th</sup> Edition*, Washington, DC: Author.
- Barlow, D. H. & Hersen, M. (2008). *Single case experimental designs: Strategies for studying behavior change* (3<sup>rd</sup> Ed.). New York: Pergamon Press.
- Birnbaum, M. H. (2001). *Introduction to behavioral research on the Internet*. Upper Saddle River, NJ: Prentice – Hall.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2<sup>nd</sup> Ed.). Hillsdale, NJ: Erlbaum.
- Keppel, G. & Wickens, T. D. (2004). *Design and analysis: A researcher's handbook*. Upper Saddle River, NJ: Pearson.
- Shadish, W.R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi – experimental designs for generalized causal inference*. Boston: Houghton Mifflin.
- Vogt, W. P. (2011). *Dictionary of statistics and methodology* (4<sup>rd</sup> Ed.). Thousand Oakes, CA: Sage.

## II. Key journal titles needed/recommended:

The indexing/abstracting/full-text services offered by the WKU library provide access to a wide variety of journals and are sufficient to complete the assignments for this course. The journal articles listed below would be useful reference materials for the course and are all available through the library.

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

American Psychological Association (n.d.) *Research with animals in psychology*. Retrieved June 15, 2008 from <http://research.apa.org/des99report/animal2.html>.

Check, E., & Cyranoski, D. (2005). Korean scandal will have global fallout. *Nature*, 438, 1056 – 1057.

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155 – 159.

Cohen, J. (1994). The earth is round ( $p < .05$ ). *American Psychologist*, 49, 997 – 1003.

Grant, D. A. (1948). The Latin Square principle in the design and analysis of psychological experiments. *Psychological Bulletin*, 45, 427-442.

Messick, S. (1995). Validity of psychological assessment: Validation of inference from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50, 741-749.

National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979). *Belmont report*. Washington, DC: U. S. Department of Health and Human Services.

Oakes, W. (1972). External validity and the use of real people as subjects. *American Psychologist*, 27, 959-962.

Rosnow, R. L., Rosenthal, R., McConochie, R. M., & Arms, R. L. (1969). Volunteer effects on experimental outcomes. *Educational and Psychological Measurement*, 29, 825 – 846.

Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54, 1070 – 1077.

Proposal Date: 03/18/2011

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

**Contact Person: Steven J. Haggbloom, [steven.haggbloom@wku.edu](mailto:steven.haggbloom@wku.edu), 5-4427**

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: PSY 512
- 1.2 Course title: Seminar in Experimental Design
- 1.3 Credit hours: 3

**2. Revise course title:**

- 2.1 Current course title: Seminar in Experimental Design
- 2.2 Proposed course title: Experimental Design and Analysis of Variance
- 2.3 Proposed abbreviated title: Exptl Design and ANOVA
- 2.4 Rationale for revision of course title: The predominant content of this course has always been experimental designs and the accompanying statistical procedures, predominantly analysis of variance (ANOVA). The name change will more clearly communicate to students the nature of this research design and statistics course.

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

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

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

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

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Required for all graduate students in psychology.



Understanding the principles of experimental design and the application of appropriate statistical techniques. Includes the design of an experiment project.

5.2 Proposed course catalog listing: Principles of experimental design including single factor and multiple factor between and within-subjects designs, mixed designs, and statistical methods with an emphasis on analysis of variance.

5.3 Rationale for revision of course catalog listing: This course is no longer required for all psychology graduate students. The proposed description better reflects the variety of designs considered and the blended presentation of experimental design and accompanying analysis of variance procedures.

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

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation: Fall, 2012**

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

Department of Psychology 4/21/2011

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

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

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

**1. Identification of program:**

- 1.1 Current program reference number: 092
- 1.2 Current program title: Master of Arts in Psychology
- 1.3 Credit hours: 48

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

- Change the core program requirements
- Add a minimum grade requirement for some courses in the clinical and industrial/organizational concentrations
- Change the name of the experimental psychology concentration to psychological science and modify the concentration description
- Reduce the total number of credit hours required in the industrial and organizational concentration and in the psychological science concentration
- Add an admission contingency to the psychological science concentration
- Introduce distinct focus areas within the psychological science concentration
- Eliminate the general psychology concentration

**3. Detailed program description:**

Deleted text is shown in the left column in *italics*, and added text is shown in the right column in **bold**.

<b>Current Program</b>	<b>Proposed Program</b>
<p>Master of Arts in Psychology, Ref. # 092</p> <p>This <i>general</i> program <i>provides preparation for</i> students <i>who wish</i> to pursue careers in clinical, business, or government settings, and/or enter a doctoral program. <i>The department offers four concentrations within the program: clinical, experimental, industrial/organizational, and general. Within each concentration, the student is expected to become competent in theory, research, and application of psychology as related to the chosen area of concentration.</i></p> <p>Admission Requirements</p> <p>Applicants should have a statistics and experimental methodology course; background in <i>general</i></p>	<p>Master of Arts in Psychology, Ref. # 092</p> <p>This program prepares students to pursue careers in clinical, business, or government settings, and/or <b>to</b> enter a doctoral program. <b>Three</b> concentrations are offered: clinical, industrial/organizational, <b>and psychological science</b>.</p> <p>Admission Requirements</p> <p>Applicants should have a statistics and experimental methodology course; background in psychology; a</p>

psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined); a minimum GPA of 2.75 with 3.0 in psychology courses. Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration *should* also submit an affidavit affirming that they have never been convicted or charged with a felony crime. Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

**Degree Requirements—48 total hours**

The program comprises *12 hours of core courses, 9 hours of restricted electives, 12-15 hours of specialized courses in a concentration, 6-9 hours of practicum and/or internship, and 6 hours of thesis or electives (48 credit hours total)*. A comprehensive examination is required at the time of thesis defense or upon completion of course work. The research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

**Required Core—12 hours**

*PSY 512 Experimental Design  
PSY 541 Professional Issues and Ethics in Psychology  
PSY 563 Statistics and Psychometric Theory  
PSY 552 Advanced Social Psychology*

**Restricted Electives—9 hours**

*Learned or Cognitive Basis of Behavior—3 hours  
PSY 511 Psychology of Learning  
OR PSY 523 Advanced Topics in Cognition  
OR PSY 673 Advanced Training in*

minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined), **for applicants tested prior to August 1, 2011; or for applicants tested after August 1, 2011, the concordant General Test score established by Educational Testing Service;** a minimum GPA of 2.75 with 3.0 in psychology courses. Applicants should submit three letters of recommendation, transcripts, a psychology department application form, a 500-word personal statement describing professional interests and career goals, and the Graduate Studies application form. An interview may be required. Applicants to the clinical psychology concentration **must** also submit an affidavit affirming that they have never been convicted or charged with a felony crime. **Applicants to the psychological science concentration must identify one or more research mentors with whom they wish to work.** Applications should be received by March 1st for priority consideration. Beyond the stated minimum requirements, selection is competitive.

**Degree Requirements—36-48 total hours**

The program comprises **24** hours of core courses **plus specific program content that varies by concentration. The clinical concentration has both a thesis (Plan A) and non-thesis (Plan B) option. Both the industrial and organizational concentration and the psychological science concentration require a thesis. Theses should be based upon original research conducted under the direction of a Department graduate faculty member.** A comprehensive examination is required at the time of thesis defense or upon completion of course work. The research tool is required in all concentrations. No concentration may have more than 9 hours of 400G-level courses.

**Required Core—24 hours**

**Research Methods, Measurement, and Statistics—12 hours**

**PSY 504 Advanced Research Methods in Psychology (3 hrs), AND three of the following: PSY 512 Experimental Design and Analysis of Variance (3 hrs), PSY 513 Advanced Statistical Analysis (3 hrs) PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs) PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)**

<p><i>Business and Industry Individual or Unique Basis of Behavior—3 hours PSY 520 Individual Differences and Human Diversity OR PSY 521 Advanced Child Developmental Psychology OR PSY 550 Personality Theory Biological/Quantitative Analysis of Behavior-3 hours PSY 580 Advanced Physiological Psychology OR PSY 513 Advanced Statistical Analysis</i></p> <p>Clinical Psychology, Concentration Code MA CL This concentration follows the scientist-practitioner model of training. It prepares students to be successful performing both research and therapy. The program is practice oriented, and offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level. The program also prepares students to pursue further education at the doctoral level. The program prepares students for the national ASPPB licensure examination required to practice psychology in many states. Practicum and internship (9 hours) required. Thesis, or 2 course electives, (6 hours) required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense.</p> <p>Specific Concentration Requirements</p>	<p><b>Scientific Writing—3-6 hours</b> <b>PSY 590 Readings of Research in Psychology (3 hrs, clinical Plan B only), OR</b> <b>PSY 599 Thesis Research (6 hrs)</b></p> <p><b>Science of Behavior—3 hours</b> <b>PSY 511 Psychology of Learning (3 hrs)</b> <b>PSY 521 Advanced Child Psychology (3 hrs)</b> <b>PSY 523 Advanced Topics in Cognition (3 hrs)</b> <b>PSY 552 Advanced Social Psychology (3 hrs)</b> <b>PSY 580 Advanced Physiological Psychology (3 hrs)</b></p> <p><b>Ethics (3 hours)</b> <b>PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</b></p> <p><b>Practicum or Internship (3 hours)</b> <b>PSY 592 Psychology Internship (3 hrs)</b> <b>PSY 662 Practicum in Psychology (3 hrs)</b></p> <p>Clinical Psychology, Concentration Code MA CL—<b>48 hours</b> This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. <b>Plan A requires a thesis; Plan B requires PSY 590 (3 hours) plus 3 elective hours in lieu of the thesis and selected with the advice of the graduate student's advisor.</b> A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. <b>Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).</b></p> <p>Specific Concentration Requirements—<b>48 hours</b></p> <p><b><u>Research Methods, Measurement, and Statistics—12 hours</u></b> <b>PSY 504 Advanced Research Methods in Psychology (3 hrs)</b> <b>PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs)</b> <b>PSY 563 Statistics and Psychometric Theory (3 hrs)</b> <b>PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)</b></p> <p><b><u>Science of Behavior – 9 hours</u></b> <b>PSY 511 Psychology of Learning (3 hrs), OR</b></p>
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<p>Practicum and Internship  PSY 662 Practicum in Psychology (2 hours)  PSY 592 Internship</p> <p>PSY 560 Assessment of Cognitive and Intellectual Functioning  PSY 640 Psychopathology  PSY 641 Theories of Psychotherapy  PSY 660 Assessment of Personality and Socio-Emotional Functioning</p> <p><i>Thesis or Electives—6 hours</i>  PSY 599 Thesis Research and Writing  <b>OR</b> electives chosen with advisor approval</p> <p>Industrial-Organizational Psychology, Concentration Code MAIN  This concentration focuses on behavior in business, industry, consulting, and government organizations. Students <i>are expected to become proficient</i> in the construction and validation of personnel selection systems. Job analysis, <i>test validation</i>, criterion development, equal employment opportunity law, and training in business and industry <i>are emphasized in the program</i>. A thesis is required.</p> <p><i>Specific course requirements—15 hours</i>  PSY 505 Statistical Software for Behavioral Scientists  PSY 570 Job Analysis and Compensation  PSY 571 Personnel Psychology  PSY 572 Organizational Psychology  PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations</p>	<p><b>PSY 523 Advanced Topics in Cognition (3 hrs), AND  PSY 552 Advanced Social Psychology (3 hrs), AND  PSY 580 Advanced Physiological Psychology (3 hrs)</b></p> <p><b><u>Scientific Writing – 6 hours</u></b>  <b>PSY 599 Thesis Research and Writing (6 hrs), OR  PSY 590 (3 hrs.) and approved elective (3 hrs)</b></p> <p><b><u>Ethics – 3 hours</u></b>  <b>PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</b></p> <p><b><u>Practicum and Internship – 9 hours</u></b>  PSY 662 Practicum in Psychology (3 hrs)  <b>PSY 562 Practicum in Psychological Assessment (3 hrs)</b>  PSY 592 Psychology Internship (3 hrs)</p> <p><b><u>Clinical Courses – 9 hours</u></b>  PSY 640 Psychopathology (3 hrs)  PSY 641 Theories of Psychotherapy (3 hrs)  <b>PSY 520 Individual Differences (3 hrs)</b></p> <p>Industrial-Organizational Psychology, Concentration Code MAIN—<b>45 hours</b>  This concentration focuses on behavior in business, industry, consulting, and government organizations. Students <b>develop</b> proficiencies in the construction and validation of personnel selection systems, job analysis, <b>employee compensation</b>, criterion development, <b>leadership, motivation theory</b>, equal employment opportunity law, and training in business and industry. A thesis is required. <b>Grades lower than B may not be used to satisfy requirements for courses in the industrial/organizational training sequence (PSY 570, 571, 572, 670, and 673).</b></p> <p><b>Specific Concentration Requirements—45 hours</b></p> <p><b><u>Research Methods, Measurement, and Statistics – 12 hours</u></b>  <b>PSY 504 Advanced Research Methods in Psychology (3 hrs)</b>  <b>PSY 512 Experimental Design and Analysis of Variance (3 hrs),</b>  <b>PSY 513 Advanced Statistical Analysis (3 hrs)</b>  <b>PSY 563 Statistics and Psychometric Theory (3 hrs)</b></p> <p><b><u>Science of Behavior – 3 hours</u></b>  <b>PSY 552 Advanced Social Psychology (3 hrs)</b></p> <p><b><u>Scientific Writing – 6 hours</u></b></p>
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<p>Internship  PSY 592 Internship*  <i>Thesis—6 hours</i>  PSY 599 <i>Thesis Research and Writing</i>  * A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p> <p><i>Experimental Psychology, Concentration Code MAAE</i></p> <p>This concentration <i>is research-oriented</i> and designed to prepare <i>individuals</i> for <i>continuation</i> in a Ph.D. program and/or positions <i>in industry, government, or education</i> where strong research and methodological skills are needed. <i>Some freedom within the curriculum permits students to design a program that best fits their interests. The program provides a number of research areas including cognition, perception, neuroscience, child development, aging, social psychology, sport psychology, and educational psychology. A thesis is required, in addition to a research practicum (6 hours) involving two semesters of participation in a research project prior to the thesis.</i></p> <p><i>Specific course requirements—15 hours</i>  PSY 500: <i>Trends &amp; Scientific Approaches in Psychological Thinking</i>  PSY 513: <i>Advanced Statistical Analysis</i>  Electives (<i>Chosen with faculty advisor</i>)—9 Hours</p>	<p><b>PSY 599 Thesis Research and Writing (6 hrs)</b></p> <p><b><u>Ethics – 3 hours</u></b>  <b>PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</b></p> <p><b><u>Practicum and Internship – 6 hours</u></b>  PSY 592 Psychology Internship* (6 hrs)</p> <p><b><u>Industrial/Organizational Courses – 15 hours</u></b>  PSY 570 Job Analysis and Compensation (3 hrs)  PSY 571 Personnel Psychology (3 hrs)  PSY 572 Organizational Psychology (3 hrs)  PSY 670 Equal Employment Opportunity, the Law, and Ethical Considerations (3 hrs)  <b>PSY 673 Advanced Training in Business and Industry (3 hrs)</b></p> <p>* A four-to-six months internship in personnel psychology is encouraged (6 hours); 6 advisor-approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.</p> <p><b>Psychological Science, Concentration Code MAPS – 36 Hours</b></p> <p>This concentration <b>utilizes a research-mentorship approach</b> to prepare <b>students to be competitive applicants for admission into</b> a Ph.D. program and/or for positions where strong research and methodological skills are needed. <b>Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest.</b></p> <p><b>Specific Concentration Requirements – 36 hours</b></p> <p><b><u>Research Methods, Measurement, and Statistics – 12 hours</u></b>  <b>PSY 504 Advanced Research Methods in Psychology (3 hrs)</b>  <b>PSY 512 Experimental Design and Analysis of Variance (3 hrs)</b>  <b>PSY 513 Advanced Statistical Analysis (3 hrs)</b>  <b>PSY 563 Statistics and Psychometric Theory (3 hrs)</b></p> <p><b><u>Scientific Writing – 6 hours</u></b></p>
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**PSY 599 Thesis Research and Writing (3 hrs)**

**Science of Behavior – 3 hours**

**PSY 511 Psychology of Learning(3 hrs)**

**PSY 521 Advanced Child Psychology (3 hrs)**

**PSY 523 Advanced Topics in Cognition (3 hrs)**

**PSY 552 Advanced Social Psychology (3 hrs)**

**PSY 580 Advanced Physiological Psychology (3 hrs)**

**Ethics – 3 hours**

**PSY 541 Professional Issues and Ethics in Psychology (3 hrs)**

**Practicum – 3 hours**

**PSY 662 Practicum in Psychology (3 hrs)**

**Cognitive Focus Area – 9 hours**

**PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND**

**PSY 523 Advanced Topics in Cognition (3 hrs), AND**

**PSY 412G Motivation (3 hrs), OR**

**PSY 552 Advanced Social Psychology(3 hrs) , OR**

**PSY 580 Advanced Physiological Psychology (3 hrs), OR**

**PSY 590 Readings of Research in Psychology (3 hrs)**

**Developmental Focus Area – 9 hours**

**3-6 hrs required from among the following:**

**PSY 521 Advanced Child Psychology (3 hrs)**

**PSY 424G Topics in Developmental Psychology (3 hrs)**

**PSY 423G Psychology of Adult Life and Aging (3 hrs)**

**3-6 hrs required from among the following:**

**PSY 523 Advanced Topics in Cognition (3 hrs)**

**PSY 552 Advanced Social Psychology (3 hrs)**

**PSY 540 Behavioral Problems of Childhood and Adolescence (3 hrs)**

**PSY 545 Child Clinical Psychology: Theory and Practice (3 hrs)**

**PSY 590 Readings of Research in Psychology (3 hrs)**

**Biobehavioral Focus Area – 9 hours**

**PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs) , AND**

**PSY 580 Advanced Physiological Psychology (3 hrs), AND**

**AND**

**PSY 411G Sensation and Perception (3 hrs), OR**

**PSY 483G Evolutionary Psychology (3 hrs), OR**

**PSY 511 Psychology of Learning (3 hrs), OR**

<p><i>General Psychology, Concentration Code MAGE</i>  <i>This concentration is designed for students who desire a terminal master's degree in general psychology. Course requirements in addition to the core courses and restricted electives are individually determined in consultation with the faculty advisor. Practicum (6 hours) is required. A thesis is not allowed.</i></p>	<p><b>PSY 590 Readings of Research in Psychology (3 hrs)</b></p>
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**4. Rationale for the proposed program changes:**

- **Change to core program requirements:** The organizing principal for the proposed core is to provide a set of common competencies rather than common courses. The competency areas represented in the core will be *Research Methods, Measurement, and Statistics; Science of Behavior; Scientific Writing; Ethics; and Practicum or Internship*. All graduates of the M.A. program need to be competent in each of these areas, but the specific knowledge within each competency that is needed varies across the three concentrations.
  - Research methods, Measurement, and Statistics: A research methods course was added to the core to strengthen the research design and methodological knowledge for students in all three concentrations. The methods course (PSY 504) also satisfies a requirement to sit for the licensing exam for students in the clinical concentration. PSY 560 Assessment of Cognitive and Intellectual and PSY 660 Assessment of Personality and Socio-Emotional Functioning were added to the core to allow each concentration to specify more methodologically appropriate courses options in this category.
  - Science of Behavior: The proposed core will provide all graduates with a foundation in the science of behavior while allowing the specific content (emphasizing social, developmental, cognitive, learning and/or physiological processes) to be tailored to satisfy the unique needs of students in each concentration.
  - Scientific Writing: All M.A. program graduates need to be competent in scientific writing. That core competency will be satisfied by a thesis requirement in the Industrial and Organizational, and Psychological Science Concentrations. In the Clinical Concentration, competency in scientific writing may be evidenced by a thesis or by an appropriate alternative writing project.
  - All M.A. program graduates need to be knowledgeable about ethical principles that apply to research and applied psychology.
- **Minimum grade of B requirement for certain courses in the clinical and industrial/organizational concentrations.** There are three reasons for this requirement. First, the selected courses are sequenced such that students must successfully pass the first course in the sequence in order to succeed in the next. Second, the courses with this requirement are the applied courses in the clinical and I/O concentration. These courses develop the skills that clinicians and I/O psychologists need that distinguish them as part of the profession. A grade of 'B' or



better in these courses helps to ensure that students demonstrate mastery of the skills necessary to act as clinical or I/O psychologists. Finally, we have a responsibility to internship sites to best prepare our students so that they will be able to effectively work in external internship sites. If they do not demonstrate, via a grade of B or better in these classes, that they have the requisite skills, they should not be allowed to participate in internship.

- **Reduction in total number of program credit hours required in the Industrial and Organizational, and Psychological Science concentrations.** The total credit-hour requirement in the industrial and organizational psychology concentration will be reduced from 48 to 45 by eliminating PSY 520 Individual Differences. An evaluation of the content of other courses in the I/O concentration indicated that the individual differences content needed by I/O students is adequately covered in other courses. The experimental psychology concentration required 48 credit hours, but the proposed psychological science concentration would require only 36 credit hours. The reduced credit hour requirement is appropriate because this concentration is not intended to serve as a terminal degree. The extensive research experience students will obtain in a research apprenticeship model program, and the thesis requirement, will adequately prepare students to be competitive applicants to Ph.D. programs and to be successful in those programs. The Clinical psychology concentration credit hours will remain at 48 to qualify graduates to sit for the licensure exam.
- **Change the name of the Experimental Psychology concentration to Psychological Science and modify the concentration description:** The psychological science concentration name better captures the emphasis in this concentration on the development of research skills and is more in keeping with current nomenclature in the discipline. The concentration description has been modified to emphasize the research apprenticeship training model.
- **Add an admission contingency to the psychological science concentration:** The added admission requirement is that applicants must identify in their application one or more faculty members with whom they wish to work in a research apprentice relationship.
- **Introduce distinct focus areas within the psychological science concentration:** The language used in the description of the experimental psychology concentration stated that “Some freedom within the curriculum permits students to design a program that best fits their interests.” This option is being retained and, in consultation with their academic advisor and subject to committee approval, students can design a focus area. However, the designation of focus areas within the psychological science concentration makes the concentration more explicit and intentional about areas of research and pedagogical strengths among faculty in the concentration.
- **Eliminate the general psychology concentration:** The department has not admitted students directly into this concentration for several years. Applicants are often confused about the difference between the general and experimental concentrations and those who have applied to the general concentration in recent years have been advised into and admitted into the experimental concentration

instead. The general concentration as currently structured is not consistent with the Department priority to engage students in research and/or applied activities.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2012

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

Department of Psychology

April 4, 2011

CEBS Curriculum Committee

\_\_\_\_\_

Graduate Council

\_\_\_\_\_

University Senate

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**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Create a New Course**  
**(Action Item)**

Contact Person: Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), 5-3892

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ADED 600
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
- 1.4 Credit hours and contact hours: 1-6
- 1.5 Type of course: M
- 1.6 Prerequisites/corequisites: ADED 510, ADED 599, and 21 earned hours in the ADED program.
- 1.7 Course catalog listing: One to six hours for ADED students needing to maintain matriculation.

**2. Rationale:**

- 2.1 Reason for developing the proposed course: This course allows students to maintain matriculation in the M.A.E. in Adult Education program.
- 2.2 Projected enrollment in the proposed course: 1-5
- 2.3 Relationship of the proposed course to courses now offered by the department: This course is to allow ADED students who have enrolled in the allowable number of hours in ADED 599 but have not yet completed their theses.
- 2.4 Relationship of the proposed course to courses offered in other departments: This course is similar to other courses across the university offered to allow students to maintain matriculation. Several masters degree programs provide an avenue for students to pay tuition while maintaining matriculation at the university.
- 2.5 Relationship of the proposed course to courses offered in other institutions: This course is similar to other courses offered at various universities that allow students to maintain matriculation. Most master's programs offer the option allowing students to maintain matriculation.

**3. Discussion of proposed course:**

- 3.1 Course objectives: Maintain matriculation
- 3.2 Content outline: none
- 3.3 Student expectations and requirements: Maintain matriculation
- 3.4 Tentative texts and course materials: none

**4. Resources:**

- 4.1 Library resources: Adequate
- 4.2 Computer resources: Adequate

**5. Budget implications:**

5.1 Proposed method of staffing: Current WKU graduate faculty

5.2 Special equipment needed: none

5.3 Expendable materials needed: none

5.4 Laboratory materials needed: none

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

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

Educational Administration, Leadership, and Research Department:

\_\_\_\_\_

CEBS Curriculum Committee

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Graduate Council

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University Senate

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

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

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

**1. Identification of program:**

- 1.1 Current program reference number: 047
- 1.2 Current program title: Adult Education
- 1.3 Credit hours: 30 - 39

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

- Add additional elective options to Higher Education concentration
- Add additional concentration: Training and Development
- Modify admissions criteria.

**3. Detailed program description:**

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

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

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

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

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



<p><b>Research Foundations (3 hours)</b>  EDFN 500 Research Methods  or equivalent as approved by advisor  <b>Capstone Experience (6 hours)</b>  ADED 589 Internship in Community/Technical  College Teaching (3)  ADED 597 Directed Study in Adult  Education <b>(3)</b></p>																																	
<p><b>Higher Education Concentration</b>  <i>Core Courses (9 hours)</i></p> <table border="0"> <thead> <tr> <th data-bbox="126 604 240 636"><u>Course</u></th> <th data-bbox="508 604 586 636"><u>Name</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="175 680 272 711">ADED 510</td> <td data-bbox="289 680 740 747">Introduction to Adult Education (3)</td> </tr> <tr> <td data-bbox="175 756 272 787">ADED 520</td> <td data-bbox="289 756 753 787">Methods for Teaching Adults (3)</td> </tr> <tr> <td data-bbox="175 795 272 827">ADED 611</td> <td data-bbox="289 795 761 863">Adult Learning and Development (3)</td> </tr> <tr> <td colspan="2" data-bbox="126 871 764 1014"><i>Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:</i></td> </tr> <tr> <td data-bbox="175 1022 272 1054">ADED 530</td> <td data-bbox="289 1022 745 1054">Program Planning for Adults (3)</td> </tr> <tr> <td data-bbox="175 1062 272 1094">EDFN 612</td> <td data-bbox="289 1062 740 1129">Seminar in Community College Teaching (3)</td> </tr> <tr> <td data-bbox="175 1138 272 1169">EDFN 685</td> <td data-bbox="289 1138 716 1169">Issues in Higher Education (3)</td> </tr> <tr> <td data-bbox="175 1178 272 1209">EDFN 675</td> <td data-bbox="289 1178 740 1209">Higher Education in America (3)</td> </tr> <tr> <td data-bbox="175 1218 272 1249">EDLD 721</td> <td data-bbox="289 1218 683 1285">- Postsecondary Change and Culture (3)</td> </tr> <tr> <td data-bbox="175 1293 272 1325">EDLD 724</td> <td data-bbox="289 1293 727 1360">- Leadership in Community and Technical Colleges (3)</td> </tr> <tr> <td data-bbox="175 1369 272 1400">EDLD 728</td> <td data-bbox="289 1369 727 1436">- Postsecondary Economics and Finance (3)</td> </tr> <tr> <td data-bbox="175 1444 272 1476">ID 570</td> <td data-bbox="289 1444 727 1512">Principles of Instructional Design. (3)</td> </tr> <tr> <td data-bbox="175 1520 272 1551">ID 573</td> <td data-bbox="289 1520 748 1587">Instructional Performance and Task Analysis (3)</td> </tr> <tr> <td data-bbox="175 1596 272 1627">ID 583</td> <td data-bbox="289 1596 574 1627">Training Materials (3)</td> </tr> <tr> <td data-bbox="126 1635 272 1667">ID 585</td> <td data-bbox="289 1635 634 1667">Distance Delivery Systems (3)</td> </tr> </tbody> </table>	<u>Course</u>	<u>Name</u>	ADED 510	Introduction to Adult Education (3)	ADED 520	Methods for Teaching Adults (3)	ADED 611	Adult Learning and Development (3)	<i>Additional Adult and Higher Education Courses (12 hours) – Choose four courses from the following or other courses as approved by your advisor:</i>		ADED 530	Program Planning for Adults (3)	EDFN 612	Seminar in Community College Teaching (3)	EDFN 685	Issues in Higher Education (3)	EDFN 675	Higher Education in America (3)	EDLD 721	- Postsecondary Change and Culture (3)	EDLD 724	- Leadership in Community and Technical Colleges (3)	EDLD 728	- Postsecondary Economics and Finance (3)	ID 570	Principles of Instructional Design. (3)	ID 573	Instructional Performance and Task Analysis (3)	ID 583	Training Materials (3)	ID 585	Distance Delivery Systems (3)	
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<p><b>Research Methods Course (3 hours)</b></p> <p>EDFN 500 Research Methods</p>																																	



**Capstone Experience:**

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

*Thesis Option (6 hours)*  
 ADED 599 Thesis (6)

or

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

**Proposed Concentration in Training and Development**

***Core Courses (9 hours)***  
**ADED 510 Introduction to Adult Education (3)**  
**ADED 520 Methods for Teaching Adults (3)**  
**ADED 611 Adult Learning and Development (3)**

***Additional Adult Education Course***  
**ADED 530 Program Planning for Adults (3)**

***Electives (9 hours): Select from the following or from other courses as approved by advisor:***  
**ID 570 Principles of Instructional Design (3)**  
**ID 573 Instructional Performance and Task Analysis(3)**  
**ID 577 Management of Instructional Systems (3)**  
**ID 581 Ethical and Legal Issues in Instructional Design (3)**  
**ID 583 Training Methods (3)**  
**ID 585 Distance Delivery Systems (3)**  
**ID 587 Issues and Problems in Instructional Design (3)**  
**ID 595 Advanced Instructional Design Studio (3)**  
**LME 535 Survey of Educational Technology Practices (3)**  
**LME 537 Principles of Education**

	<p><b>Technology Applications (3)</b>  <b>LME 545 Education Technology Production (3)</b>  <b>LME 547 Integration of Education Technology (3)</b>  <b>EDFN 501 Educational Statistics (3)</b>  <b>EDFN 601 Applied Statistics and Design</b>  <b>EDFN 603 Qualitative Research in Education (3)</b>  <b>CNS 555 Social and Cultural Diversity in Counseling (3)</b>  <b>CNS 589 Group Dynamics in Student Affairs and Higher Education (3)</b>  <b>CNS 637 Theories of Addictions (3)</b>  <b>CNS 647 Addictions: Assessment, Diagnosis, and Treatment Planning (3)</b>  <b>CNS 667 Substance Abuse and Dependency Counseling (3)</b></p> <p><i>Research Foundations (3 hours)</i>  <b>EDFN 500 Research Methods or equivalent as approved by advisor</b></p> <p><i>Students may take one of the following two options:</i></p> <p><i>Thesis Option (6 hours)</i> <b>ADED 599 Thesis</b>  <b>or</b>  <i>Non-Thesis Option (6 hours)</i>  <b>ADED 590 Adult Education Practicum (3)</b>  <b>ADED 597 Directed Study in Adult Education (3)</b></p>
<p><b>Admission Requirements</b>  Admission to all ADED concentrations requires the student to meet <b>ONE</b> of the following:  1. Admission with GRE and GAP score: a. Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).  2. <del>WKU graduates with an undergraduate GPA of 2.75 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:</del>  a. <del>a letter of application that explains why they should be exempt from the GRE</del></p>	<p><b>Admission Requirements</b>  Admission to all ADED concentrations requires the student to meet <b>ONE</b> of the following:  1. Admission with GRE and GAP score: a. Achieve a GAP (GRE-V plus GRE-Q multiplied by undergraduate GPA) score of 2200 or higher on the GRE and a GRE Analytical Writing score 3.5 or higher. Applicant is responsible for maintaining contact with the Graduate College (270-745-2446).  2. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:  a. a letter of application that explains why they should</p>

<p><del>b. a written philosophy of education</del>  <del>c. two letters of reference from faculty members that detail their potential as graduate students</del>  <del>d. two letters of reference from instructors, colleagues, and/or administrators that address their dispositions to teach; and</del>  <del>e. a 5-page paper that indicates the applicant's analytical writing ability.</del></p> <p>3. Graduates of accredited universities with an undergraduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit the following materials with the application for admission:</p> <ul style="list-style-type: none"> <li>a. a letter of application that explains why they should be exempt from the GRE</li> <li>b. a written philosophy of education</li> <li>c. two letters of reference from faculty members that detail their potential as graduate students</li> <li>d. two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and</li> <li>e. a 5-page paper that indicates the applicant's analytical writing ability.</li> </ul> <p>4. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement. .</p>	<p>be exempt from the GRE</p> <ul style="list-style-type: none"> <li>b. a written philosophy of education</li> <li>c. two letters of reference from faculty members that detail their potential as graduate students</li> <li>d. two letters of reference from colleagues, instructors and/or administrators that address their dispositions to teach; and</li> <li>e. a 5-page paper that indicates the applicant's analytical writing ability.</li> </ul> <p>3. Students who are graduates of an accredited college or university with a master's degree and who earned a graduate GPA of 3.0 or higher may apply to be considered for admission without the GRE. These students must submit a letter of application that explains why they should be exempt from the GRE requirement. .</p>
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**4. Rationale for the proposed program changes:**

- There is a slight modification to the wording of the electives section of the Higher Education track that allows the student to work with his/her advisor to choose four courses outside of the suggested courses listed in the program. Students who have come through this concentration have found little use in the offerings as they were first listed. This additional option would allow the student to work with the advisor to choose more electives appropriate to the student's endeavors.
- The proposed changes to this program include the addition of a fourth concentration for instructors or students who want to work in workplace, military, or community education settings. While many adult educators work in educational settings, more of an emphasis is being placed on training within the workplace. The current MAE in Adult Education – General Concentration provides a general exposure to the adult education field. The proposed additional concentration focuses more on training within the workplace and would enable graduates to be more effective in workplace, military, or community education and training. Courses cover a variety of topics related to military and workplace training.
- A modification of admission requirements is proposed so that the Adult Education program is consistent with other teaching programs at Western Kentucky University as well

as other institutions in the state, such as Campbellsville and the University of Louisville. Programs that do not require GRE scores for all applicants have been using 2.75 undergraduate GPA as an admission criterion. The MAE in Adult Education program had one set of criteria for WKU graduates and a different set for non-WKU graduates. This proposal makes the 2.75 GPA the minimum for both WKU graduates and non-WKU graduates.

**5. Proposed term for implementation:** Fall, 2011

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

Department of Educational Administration, Leadership and Research:

CEBS Curriculum Committee

Graduate Council

University Senate

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**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences**  
**Department of Educational Administration, Leadership, and Research**  
**Proposal to Create a New Certificate Program**  
**(Action Item)**

Contact Person: Jim Berger, [jim.berger@wku.edu](mailto:jim.berger@wku.edu), 5-3892

**1. Identification of program:**

- 1.1 Program title: Adult Education
- 1.2 Required hours in program: 12
- 1.3 Special information: none
- 1.4 Catalog description: The Adult Education certificate program provides a basic understanding of the theories, techniques, and concepts used in the adult education setting. The certificate program includes the following components: Introduction to Adult Education (ADED 510), Methods for Teaching Adults (ADED 520), Program Planning for Adults (ADED 530), and Adult Learning and Development (ADED 611). The program provides graduates with a basic understanding of the field of adult education and the ability to carry out basic adult education functions in a variety of settings. Individuals from a variety of workplace and educational settings will find benefits to pursuing the AEC.

**2. Objectives of the proposed certificate program:**

- Students will be able to identify basic functions of adult education settings
- Students will be able to describe intellectual and emotional development theories
- Students will be able to demonstrate methods for organizing and teaching adults
- Students will be able to identify, develop, and evaluate programs for adults.

**3. Rationale:**

- 3.1 Reason for developing the proposed certificate program: There has been a demonstrated need in various fields for a certificate that would enable practitioners in the field to gain the knowledge necessary to allow instructors and trainers the ability to facilitate learning with adults. The University of Kentucky's Cooperative Extension Agency has as part of their career ladder the requirement that those who already possess a master's degree pursue a certificate program. As new hires into the Cooperative Extension Agency are encouraged to pursue such programs as the MAE in Adult Education, the addition of the certificate would allow those who already have a master's degree to continue their education. Other potential students in the program include trainers and educators who currently are not required to complete a master's degree but would like to gain a stronger understanding of how adults learn and develop and to be able to develop and provide meaningful programs for adult learners.
- 3.2 Relationship of the proposed certificate program to other programs now offered by the department: The proposed certificate program is related to the MAE in

Adult Education because it uses four of the same courses required by the MAE. However, the certificate only provides a basic knowledge whereas the MAE provides a much more in-depth knowledge of the field of Adult Education.

- 3.3 Relationship of the proposed certificate program to certificate programs offered in other departments: This proposed certificate program is similar to the Instructional Design certificate in that it is designed to facilitate learning among adults. However, the differences reside in the focus of the Adult Education certificate program as it focuses more on adult learning, development, and program planning. The Instructional Design certificate is more focused on designing better instruction that can be used in training and development. So, while the ID focus is on the instruction of adults, it does not include adult learning, development, or program planning.
- 3.4 Projected enrollment in the proposed certificate program: It is anticipated that several students presently enrolled in other WKU graduate programs, such as Nursing, Social Work, Counseling and Student Affairs will be interested in this certificate. Each of these programs rely on some form of adult education to be successful in their job duties. Additionally, employees from the University of Kentucky's Cooperative Extension program will be able to use this course to meet requirements to move up in their career ladder and gain promotion within their workplace. Based on these potential populations, it is estimated that the program may enroll 10-15 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): CalState-Chico (Community College Faculty and Adult Education – focuses on those individuals seeking to improve their teaching in community colleges or in adult education settings.
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed certificate program will aid students in meeting the needs of the workforce and community through outreach and service. Students who complete the proposed certificate program will be able to continue to develop lifelong learning within themselves and others.

**4. Curriculum:** The following courses are required:

ADED 510 – Introduction to Adult Education

ADED 520 – Methods for Teaching Adults

ADED 530 – Program Development for Adults

ADED 611 – Adult Development and Learning

**5. Budget implications:** As all of the courses are presently offered as part of the MAE, no additional expense will be incurred to offer the certificate program.

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

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

Educational Administration, Leadership and Research Department:

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CEBS Curriculum Committee

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Graduate Council

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University Senate

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**Attachment: Program Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105

- 1. Identification of program:**
  - 1.1 Current program reference number: 553
  - 1.2 Current program title: Exceptional Education - LBD and MSD
  - 1.3 Credit hours: 58
  
- 2. Identification of the proposed program changes:**
  - Revise name of program from Exceptional Education to Special Education
  - Substitute Math 205, 206, and 308 for Math 211 and 212
  - Increase program hours by 3
  
- 3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p><b>Major in Exceptional Education Learning and Behavior Disorders and Moderate and Severe Disabilities</b></p> <p>The program of study leading to the Bachelor of Science degree in Exceptional Education, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12 (reference number 553), is a dual certification program in compliance with 704 KAR 20:235.</p> <p>Required courses are: EDU 250, EXED 330, (Grade of B or higher), LME 318, LME 448, PSY 310, LTCY 320, EXED 331, 332, 333, 334, 415, 416, 417, 418, 419, 422, 430, 431, 432, 433, 434, and 490.</p> <p>The student must meet the general academic proficiency requirement of Teacher Admissions no later than the semester of enrollment in EXED 331, EXED 333, 419 and 432. Enrollment in EXED 332, 334, 415, 416, 417, 418, 422, 430, 431 and 433 is permitted only after admission to both Professional Education and Exceptional Education.</p> <p>Each level in the program sequence has standards for both the required exhibits for the cumulative portfolio as well as critical performance indicators. Because each critical performance is the foundation for succeeding tasks, the student should take the courses in the following sequence: Semester 1 (in the program): PSY 100;</p>	<p><b>Major in <u>Special Education</u> Learning and Behavior Disorders and Moderate and Severe Disabilities</b></p> <p>The program of study leading to the Bachelor of Science degree in <b>Special Education</b>, Learning and Behavior Disorders (LBD) and Moderate and Severe Disabilities (MSD) in grades P-12 (reference number 553), is a dual certification program in compliance with 704 KAR 20:235.</p> <p>Required courses are: EDU 250, EXED 330, (Grade of B or higher), LME 318, LME 448, PSY 310, LTCY 320, <b>Math 205, Math 206, and Math 308.</b> EXED 331, 332, 333, 334, 415, 416, 417, 418, 419, 422, 430, 431, 432, 433, 434, and 490.</p> <p>The student must meet the general academic proficiency requirement of Teacher Admissions no later than the semester of enrollment in EXED 331, EXED 333, 419 and 432. Enrollment in EXED 332, 334, 415, 416, 417, 418, 422, 430, 431 and 433 is permitted only after admission to both Professional Education and <b>Special</b> Education.</p> <p>Each level in the program sequence has standards for both the required exhibits for the cumulative portfolio as well as critical performance indicators. Because each critical performance is the foundation for succeeding tasks, the student should take the courses in the following sequence:</p>



<p>Semester 2: EDU 250; Semester 3: PSY 310; Semester 4: LTCY 320, EXED 330; Semester 5: EXED 331, EXED 333, 432, 419.</p> <p>The student must be admitted to Professional Education in order to be formally admitted to the dual EXED LBD and MSD major and the five-course block sequence, EXED 332, 334, 422, 430, 431 and 433.</p> <p>The last sequence of coursework prior to admission to student teaching (EXED 434 and EXED 490) is EXED 415, 416, 417, 418 and 431.</p> <p>The student must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all EXED coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and Specialty Coursework – MATH 211, MATH 212, LME 448, LME 318/407, LTCY 320 (with no grade lower than a “C”) prior to enrollment in EXED 434 and EXED 490 (Student Teaching Semester).</p>	<p>Semester 1 (in the program): PSY 100; Semester 2: EDU 250; Semester 3: PSY 310; Semester 4: LTCY 320, EXED 330; Semester 5: EXED 331, EXED 333, 432, 419.</p> <p>The student must be admitted to Professional Education in order to be formally admitted to the dual EXED LBD and MSD major and the five-course block sequence, EXED 332, 334, 422, 430, 431 and 433.</p> <p>The last sequence of coursework prior to admission to student teaching (EXED 434 and EXED 490) is EXED 415, 416, 417, 418 and 431.</p> <p>The student must have met or exceeded the standards for both the portfolio and critical performance indicators, and completed all <b>SPED</b> coursework, prerequisite courses EDU 250 (B or higher), PSY 310 and Specialty Coursework – <b>MATH 205, Math 206, Math 308</b>, LME 448, LME 318/407, LTCY 320 (with no grade lower than a “C”) prior to enrollment in EXED 434 and EXED 490 (Student Teaching Semester).</p>
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**4. Rationale for the proposed program change:**

- Although the state of Kentucky recognizes the term “Exceptional Child Education,” and the international professional organization for special educators is named, “The Council for Exceptional Children,” the name of the program area (Exceptional Education) is not readily recognized by prospective students searching for a preparation program leading to certification in special education. Students at recruiting events and those in the Academic Transition Programs often choose to major in an alternative major because they did not see a “Special Education” program option. In addition, faculty members from WKU often have to explain that Exceptional Education IS Special Education to other professionals when attending national professional conferences and events. Major programs at institutions of higher education in our field overwhelmingly identify their programs as, “Special Education.” Even with colleagues within our own College of Education and Behavioral Sciences at WKU, it is often necessary to explain that Exceptional Education IS Special Education. To better market and promote the program so that the program is easily recognizable, a change from Exceptional Education to Special Education is proposed. The name of the graduate programs have recently been changed from Exceptional Education to Special Education for the Teacher Leader MAE programs, and the proposed change of title for the undergraduate program will make it consistent with the titles of the graduate programs.
- The proposed change is to be consistent with changes made by the Dept. of Mathematics and Computer Science to improve the delivery of mathematics content required for students in certain education programs. Math 211 and Math 212 are no longer offered and have been replaced by the three-course sequence, Math 205, Math 206, and Math 308.

- The program total hours will have to increase in order to accommodate the additional course in mathematics.

**5. Proposed term for implementation and special provisions (if applicable):** Fall 2012

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

School of Teacher Education	<u>04/15/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**Attachment: Program Inventory Form**

Proposal Date: 04/18/11

College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Make Multiple Revisions to a Course  
(Action Item)

Contact Person: Bill Kline, [bill.kline@wku.edu](mailto:bill.kline@wku.edu), 745-4953

1. Identification of course:
  - 1.1 Current course prefix (subject area) and number: CNS 590
  - 1.2 Course title: Practicum
  - 1.3 Credit hours: 3
  
2. Revise course title: N/A:
  
3. Revise course number: N/A
  
4. Revise course prerequisites/corequisites/special requirements:
  - 4.1 Current prerequisites:  
15 hours in counseling courses including the following courses: CNS 550, 554 and 558.
  
  - 4.2 Proposed prerequisites:  
Completion of the appropriate practice preparation sequence and departmental approval.
  
  - 4.3 Rationale for revision of course prerequisites:  
The proposed prerequisites changes are intended to ensure essential competence for practicum placement.
  
  - 4.4 Effect on completion of major/minor sequence:  
No impact, changes are consistent with program course sequencing.
  
5. Revise course catalog listing:
  - 5.1 Current course catalog listing:  
Supervised experiences in a setting related to area in which individual plans to seek certification/employment.
  
  - 5.2 Proposed course catalog listing:  
Supervised experiences in a school, community college, or university setting. (Course Fee)
  
  - 5.3 Rationale for revision of course catalog listing:  
The proposed course description changes are consistent with the School Counseling and Student Affairs program area practicum placement requirements and are necessary to meet CACREP accreditation standards. Course fee has been previously approved and assessed.
  
6. Revise course credit hours: N/A

7. Proposed term for implementation: Spring 2012

8. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 04/13/2011

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Attachment: Course Inventory Form

Proposal Date: 04/18/2011

College of Education and Behavioral Sciences  
Department of Counseling and Student Affairs  
Proposal to Make Multiple Revisions to a Course  
(Action Item)

Contact Person: Bill Kline, [bill.kline@wku.edu](mailto:bill.kline@wku.edu), 745-4953

1. Identification of course:
  - 1.1 Current course prefix (subject area) and number: CNS 591
  - 1.2 Course title: MHC/MFT Practicum
  - 1.3 Credit hours: 3
  
2. Revise course title: N/A
  
3. Revise course number: N/A
  
4. Revise course prerequisites:
  - 4.1 Current prerequisites:  
CNS 554 and CNS 558 and CNS 559.
  
  - 4.2 Proposed prerequisites:  
Completion of the appropriate practice preparation sequence and departmental approval.
  
  - 4.3 Rationale for revision of course prerequisites:  
The proposed prerequisites are intended to ensure essential competence for practicum placement.
  
  - 4.4 Effect on completion of major/minor sequence:  
No impact, changes are consistent with program course sequencing.
  
5. Revise course catalog listing:
  - 5.1 Current course catalog listing:  
Supervised experiences in a setting related to the area in which the individual plans to seek licensure, certification or employment. Course is graded Pass/Fail/IP. There is a \$5.00 fee.
  
  - 5.2 Proposed course catalog listing:  
Supervised experiences in a mental health or marriage and family therapy settings.  
(Course Fee)
  
  - 5.3 Rationale for revision of course catalog listing:  
The proposed course description changes are consistent with the Clinical Mental Health Counseling and Marriage and Family Therapy program area practicum placement

requirements and are necessary to meet CACREP accreditation standards. The course grading system is being changed from Pass/Fail to Standard Letter Grading to more accurately represent student performance. Fee has been previously approved and assessed.

- 6. Revise course credit hours: N/A
- 7. Proposed term for implementation: Spring 2012
- 8. Dates of prior committee approvals:

Department of Counseling and Student Affairs: 04/13/2011

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate \_\_\_\_\_

Attachment: Course Inventory Form

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

Contact Person: Bill Kline, [bill.kline@wku.edu](mailto:bill.kline@wku.edu), 745-4953

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CNS 595
- 1.2 Course title: Internship
- 1.3 Credit hours: 3 - 6

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

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

**4. Revise course prerequisites:**

4.1 Current prerequisites:  
CNS 554 and CNS 558 and CNS 559.

4.2 Proposed prerequisites:  
Completion of the appropriate practice preparation sequence and departmental approval.

4.3 Rationale for revision of course prerequisites:  
The proposed prerequisites are necessary to ensure necessary clinical competencies.

4.4 Effect on completion of major/minor sequence:  
No impact, changes are consistent with program course sequencing.

**5. Revise course catalog listing:**

5.1 Current course catalog listing:  
Supervised experience in school, community, and agency settings.

5.2 Proposed course catalog listing:  
Supervised experience in a school, community college, or university setting. (Course fee)

5.3 Rationale for revision of course catalog listing:  
The proposed course description is consistent with School Counseling and Student Affairs internship requirements and necessary to meet CACREP accreditation requirements. Fee has been previously approved and assessed.

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

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

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

Department of Counseling and Student Affairs: 04/13/2011

CEBS Curriculum Committee \_\_\_\_\_

Professional Education Council \_\_\_\_\_

Graduate Council: \_\_\_\_\_

University Senate: \_\_\_\_\_

**Attachment: Course Inventory Form**



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

Contact Person: Bill Kline, [bill.kline@wku.edu](mailto:bill.kline@wku.edu), 745-4953

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: CNS 596
- 1.2 Course title: MHC/MFT Internship
- 1.3 Credit hours: 3 - 9

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

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

**4. Revise course prerequisites:**

4.1 Current prerequisites:  
Prerequisites: CNS 591

4.2 Proposed prerequisites:  
Completion of the appropriate practice preparation sequence and departmental approval.

4.3 Rationale for revision of course prerequisites:  
The proposed prerequisite is necessary to ensure necessary clinical competence.

4.4 Effect on completion of major/minor sequence:  
No impact, changes are consistent with program course sequencing.

**5. Revise course catalog listing:**

5.1 Current course catalog listing:  
Supervised experiences in a setting related to the area in which the individual plans to seek licensure, certification or employment. Course is graded Pass/Fail/IP. There is a \$5.00 fee.

5.2 Proposed course catalog listing:  
Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)

5.3 Rationale for revision of course catalog listing:  
The proposed course description is consistent with Clinical Mental Health Counseling and Marriage and Family Therapy internship requirements and necessary to meet CACREP accreditation requirements. The course grading system is being changed from Pass/Fail to Standard Letter Grading to more accurately represent student performance.

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

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

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

Department of Counseling and Student Affairs: 04/13/2011

CEBS Curriculum Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

**Attachment: Course Inventory Form**

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

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

**1. Identification of program:**

- 1.1 Current program reference number: 046
- 1.2 Current program title: School Counseling
- 1.3 Credit hours: 48

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

- Revise Application Process for the Department of Counseling and Student Affairs Master's Degree Program in School Counseling.

**3. Detailed program description:**

<p>Master of Arts in Education: School Counseling, Ref. # 046</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: <a href="http://edtech.wku.edu/~counsel/programs.htm">http://edtech.wku.edu/~counsel/programs.htm</a>.</p> <p>The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p> <p>Application for admission to the MAE: School Counseling</p> <p>The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications <b>from teachers certified in Kentucky</b> AND from applicants</p>	<p>Master of Arts in Education: School Counseling, Ref. # 046</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: <a href="http://edtech.wku.edu/~counsel/programs.htm">http://edtech.wku.edu/~counsel/programs.htm</a>.</p> <p>The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p> <p>Application for admission to the MAE: School Counseling</p> <p>The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications <u>from certified teachers</u> AND from applicants who are not</p>
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who are not certified as teachers **in Kentucky**. **Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are presented as minimum admissions requirements. Review the procedures presented below carefully to ensure you will have supplied the necessary information. Review of completed applications begins April 15 each year for admission the following fall semester. These reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.**

Application for admission requires three steps:

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

Step 1. Submit required materials to Graduate Studies

- A. Complete the online graduate application process found at the following address:

certified as teachers in Kentucky. Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are presented as minimum admissions requirements. Review the procedures presented below carefully to ensure you will have supplied the necessary information. Applications are reviewed once each year for admission 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 as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.

Application for admission requires three steps:

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

Step 1. Submit required materials to Graduate Studies

- A. Complete the online graduate application process found at the following address:

<https://acsapps.wku.edu/pls/prod/bwska>

[https://acsapps.wku.edu/pls/prod/bwska\\_log.P\\_DisLoginNon?app\\_level=GR](https://acsapps.wku.edu/pls/prod/bwska_log.P_DisLoginNon?app_level=GR)

- B. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- C. Submit official transcripts of all post-secondary academic work. Applicants without a Kentucky teaching certificate must have a minimum overall **GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours.** Admission is competitive; the GPA listed above is the minimum.
- D. Submit an official report of the Graduate Record Examination (GRE) (including the analytic writing section) directly to Graduate Studies.

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

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

- E. Understand that submitting materials to

[log.P\\_DisLoginNon?app\\_level=GR](https://acsapps.wku.edu/pls/prod/bwska_log.P_DisLoginNon?app_level=GR)

- B. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- C. Submit official transcripts of all post-secondary academic work. All applicants must have a minimum overall **GPA of at least 2.5, or a minimum** GPA of at least 3.0 **in the last 60 hours.** Admission is competitive; the GPA listed above is the minimum.
- D. All applicants who hold a current valid teaching certificate must submit an official copy of their teaching certificate.**
- E. Submit an official report of the Graduate Record Examination (GRE) (including the analytic writing section) directly to Graduate Studies.

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

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

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

Step 2 . Apply to the School Counseling Program.

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

1. A personal statement of at least 6 and not more than 10 pages in length. This statement should use APA format and style. The statement must include the following content.
  - a. Discuss what it would mean to you to become a school counselor.
  - b. Describe your personal characteristics that prepare you to become an effective school counselor.
  - c. Discuss how you deal with your emotional reactions to events in your life.

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

Step 2 . Apply to the School Counseling Program.

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

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  - a. Discuss what it would mean to you to become a school counselor.
  - b. Describe your personal characteristics that prepare you to become an effective school counselor.
  - c. Discuss how you deal with your

<p>d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.</p> <p>e. Briefly discuss how you deal with stressful events.</p> <p>f. Explain how your friends and family would describe the way you function in your relationships with them.</p> <p>g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.</p> <p>2. A completed admission form <a href="#">PDF</a>   <a href="#">MS Word</a>,</p> <p>a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.</p> <p>b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.</i></p> <p>3. Three recommendations that use the</p>	<p>emotional reactions to events in your life.</p> <p>d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences.</p> <p>e. Briefly discuss how you deal with stressful events.</p> <p>f. Explain how your friends and family would describe the way you function in your relationships with them.</p> <p>g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.</p> <p>2. A completed admission form <a href="#">PDF</a>   <a href="#">MS Word</a>,</p> <p>a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.</p> <p>b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate</i></p>
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Candidate Recommendation Form: [PDF](#) | [MS Word](#)

- a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*
- b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.
- c. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application.

4. An unofficial copy of your transcripts and GRE scores.

5. A current vita

6. Mail your complete application portfolio to:

Department of Counseling and Student Affairs  
School Counseling Program  
Western Kentucky University  
Tate Page Hall 409  
1906 College Heights Blvd. #51031  
Bowling Green, KY 42101

*dismissal from the program.*

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

- a. Recommendations are required from people who are able to comment on your professional competence. *Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.*
- b. AFTER you fill out the first side of the recommendation form with your name, program of study and signature, give the form to your reference. Also, give this person an envelope in which they will seal the recommendation.
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4. An unofficial copy of your transcripts and GRE scores.

5. A current vita

6. Mail your complete application portfolio to:

Department of Counseling and Student Affairs  
School Counseling Program  
Western Kentucky University  
Tate Page Hall 409



*The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.*

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

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

1. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
2. Discussion of academic and professional goals.
3. Expectations of faculty.
4. Demonstration of interpersonal skills and insight into personal motivations.
5. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

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

1906 College Heights Blvd. #51031  
Bowling Green, KY 42101

*The application requires attention to detail, thought and effort. You should allow approximately 6 weeks to complete the various parts of this application, including time to get recommendations to and from the individuals making the recommendations.*

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

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

6. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
7. Discussion of academic and professional goals.
8. Expectations of faculty.
9. Demonstration of interpersonal skills and insight into personal motivations.
10. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

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

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

**Degree Requirements—48 hours**

The specific requirements for the MAE program in School Counseling are as follows:

- CNS 550 Introduction to Counseling
- CNS 551 Classroom Guidance
- CNS 598 Research and Program Evaluation in Counseling
- CNS 552 Testing and Assessment
- CNS 554 Group Counseling
- CNS 555 Social and Cultural Diversity
- CNS 556 Developmental Career Counseling
- CNS 557 Human Development
- CNS 558 Counseling Theories
- CNS 559 Techniques of Counseling
- CNS 660 Administration of Counseling Services
- CNS 568 Counseling Children and Adolescents
- CNS 658 Seminar Guidance/Counseling
- CNS 590 Practicum
- CNS 595 Internship (6 hours)

*Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:*

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

who are ranked high following the interview assessment.

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

**Degree Requirements—48 hours**

The specific requirements for the MAE program in School Counseling are as follows:

- CNS 550 Introduction to Counseling
- CNS 551 Classroom Guidance
- CNS 598 Research and Program Evaluation in Counseling
- CNS 552 Testing and Assessment
- CNS 554 Group Counseling
- CNS 555 Social and Cultural Diversity
- CNS 556 Developmental Career Counseling
- CNS 557 Human Development
- CNS 558 Counseling Theories
- CNS 559 Techniques of Counseling
- CNS 660 Administration of Counseling Services
- CNS 568 Counseling Children and Adolescents
- CNS 658 Seminar Guidance/Counseling
- CNS 590 Practicum
- CNS 595 Internship (6 hours)

*Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:*

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

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

- Revise admissions requirements to meet Office of Graduate Studies admissions requirements regarding applicants certified as teachers and requirements for admission to professional education for applicants who are not certified.

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

Spring 2012.

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

Department of Counseling and Student Affairs:	<u>04/13/2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council:	_____
University Senate:	_____

**Attachment: Program Inventory Form**

**Department of Counseling and Student Affairs**  
**Practice Preparation Sequence and Departmental Approval for**  
**Practicum and Internship Placement Policies**

1. To enroll in practicum and internship, all students must fulfill the requirements defined in the Practicum and Internship Manual for the program area specific to their placement.
2. Students must complete practice preparation courses\* associated with their program areas with a grade of B or better in each course to establish eligibility for entry into Practicum (CNS 590 or CNS 591). These courses are listed below:
  - a. Clinical Mental Health Counseling
    - i. CNS 560 Professional Studies in Counseling and Marriage and Family Therapy
    - ii. CNS 554 Group Counseling
    - iii. CNS 555 Social and Cultural Diversity
    - iv. CNS 558 Counseling Theories
    - v. CNS 559 Techniques of Counseling
  - b. Marriage and Family Therapy
    - i. CNS 560 Professional Studies in Counseling and Marriage and Family Therapy
    - ii. CNS 554 Group Counseling
    - iii. CNS 555 Social and Cultural Diversity
    - iv. CNS 558 Counseling Theories
    - v. CNS 559 Techniques of Counseling
  - c. School Counseling
    - i. CNS 550 Introduction to Counseling
    - ii. CNS 554 Group Counseling
    - iii. CNS 555 Social and Cultural Diversity
    - iv. CNS 558 Counseling Theories
    - v. CNS 559 Techniques of Counseling
  - d. Student Affairs
    - i. CNS 571 Introduction to Student Affairs
    - ii. CNS 589 Group Dynamics in Student Affairs and Higher Education
    - iii. CNS 555 Social and Cultural Diversity
    - iv. CNS 558 Counseling Theories
    - v. CNS 577 Counseling Concepts and Applications for Student Affairs Professionals
3. Students must complete practice preparation courses associated with their program area to establish eligibility for entry into their first Internship (CNS 595 or CNS 596) **AND** have completed a Practicum (CNS 590 or CNS 591) with a grade of B or better to be eligible to enroll in their first Internship.
4. Students must complete practice preparation courses associated with their program areas to establish eligibility for entry into their second internship (CNS 595 or CNS 596) as stated above **AND** have completed their first Internship with a grade of B or better to be eligible to enroll in their second Internship.

5. Finally, to enroll in a practicum or internship, students must have secured a placement site and have completed the forms identified in the practicum and internship manual specific to their program. When the forms and placement site is approved by the clinical coordinator for their program, the clinical coordinator will then authorize enrollment in the appropriate practicum or internship section.

\*Practice preparation courses are those courses that provide skill, attitudinal, and ethical preparation necessary for placement in a mental health, marriage and family, school, or student affairs setting.

Proposal Date: 02/22/2011

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EDD) Program  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3021

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Leaders
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for summer 2011. The proposed permanent version will replace the current EDLD 711- Methodology in Leadership Research course. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.

**3. Description of proposed course**

- 3.1 Course content outline: Topics will include the following:

- *Identification of the “State of the Art”*
- *Advancing the Field*
- Problem Formation in Research
- Linking Problems to Literature Reviews
- Human Subjects Procedures and Ethical Issues
- Design and Development of Instruments
- Survey Design and Administration
- *Methods for Quantitative Studies*
- Research Design in Quantitative Studies
- *Methods for Qualitative Studies*
- Research Design in Qualitative Studies
- Reporting Results
- Historical Research Design
- Interpretation and Discussion of Results
- The Publication Sequence

### 3.2 Tentative text(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

Neuman, W. L. (2003) *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston, MA: Allyn & Bacon.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shaddish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Allyn & Bacon.

**4. Second offering of a temporary course (if applicable):** Not applicable

4.1 Reason for offering this course a second time on a temporary basis:

4.2 Term course was first offered:

4.3 Enrollment in first offering:

**5. Term of Implementation:** Summer 2011

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

EDD Leadership Council 3-4-2011

Educational Administration, Leadership, & Research 3-22-2011

CEBS Dean 4-1-2011

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**



Proposal Date: 04/05/2011

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EDD) Program  
Proposal to Create a Temporary Course  
(Information Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3021

**1. Identification of proposed course**

- 1.1 Course prefix (subject area) and number: EDLD 712
- 1.2 Course title: Research Methods and Design for Educational Leaders
- 1.3 Abbreviated course title: Research Methods for Ed Leaders
- 1.4 Credit hours: 3
- 1.5 Type of course: Seminar
- 1.6 Prerequisites: Admission to EdD program and one of the following: EDFN 500 or equivalent or instructor permission.
- 1.7 Course description: Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.

**2. Rationale**

- 2.1 Reason for offering this course on a temporary basis: A proposal to create a permanent version of the proposed course is in process, but until that proposal has completed the approval process, a temporary course is needed to accommodate doctoral students who will need this in place for fall 2011. The proposed permanent version will replace the current EDLD 711- Methodology in Leadership Research course. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.

**3. Description of proposed course**

- 3.1 Course content outline: Topics will include the following:

- *Identification of the “State of the Art”*
- *Advancing the Field*
- Problem Formation in Research
- Linking Problems to Literature Reviews
- Human Subjects Procedures and Ethical Issues
- Design and Development of Instruments
- Survey Design and Administration
- *Methods for Quantitative Studies*
- Research Design in Quantitative Studies
- *Methods for Qualitative Studies*
- Research Design in Qualitative Studies
- Reporting Results
- Historical Research Design
- Interpretation and Discussion of Results
- The Publication Sequence

### 3.2 Tentative text(s):

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Babbie, E. R. (2010). *The practice of social research* (12th ed.). Belmont, CA: Wadsworth Cengage.

Blaikie, N. (2000). *Designing social research*. Malden, MA: Polity Press.

Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Fowler, F. J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Gall, M. D., Gall, J.P., & Borg, W. R. (2007). *Educational research: An Introduction*. Boston, MA: Allyn & Bacon.

Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage Publications.

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Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Shaddish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Slavin, R. E. (2007). *Educational research in an age of accountability*. Boston, MA: Allyn and Bacon.

Webb, E. J., Campbell, D. R., Schwartz, R. D., & Sechrest, L. (2000). *Unobtrusive measures* (Rev. ed.). Thousand Oaks, CA: SAGE.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, MA: Allyn & Bacon.

**4. Second offering of a temporary course (if applicable):**

4.1 Reason for offering this course a second time on a temporary basis: The proposal for a permanent course will not make it through the university approval process before registration for the fall semester.

4.2 Term course was first offered: summer 2011

4.3 Enrollment in first offering: 15

**5. Term of Implementation:** Fall 2011

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

EDD Leadership Council 3-4-2011

Educational Administration, Leadership, & Research 3-22-2011

CEBS Dean \_\_\_\_\_

Graduate Council \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

**Proposal date: 2/16/2011**

**Memorandum  
Proposal to Change Course Prefix (Subject Area)  
(Information Item)**

**TO:** Graduate Council

**FROM:** Sponsoring Unit: College of Education and Behavioral Sciences  
Departments: Educational Administration, Leadership, and Research/EDD  
Leadership Council  
Contact Person's Name: Tony Norman  
Contact Person's Email: [tony.norman@wku.edu](mailto:tony.norman@wku.edu)  
Contact Person's Phone: 270-745-3061

**CHANGE:** Current Course Prefix: EDAD  
Proposed Course Prefix: EDLD

**COURSE NUMBERS TO BE INCLUDED UNDER THE NEW COURSE  
PREFIX (SUBJECT AREA):** 798 and 799

**RATIONALE:** These two courses, which were originally developed for the WKU/U of L Cooperative Doctoral Program that is closing, were borrowed by WKU's new Doctoral Program in Educational Leadership. Changing the prefix makes these courses consistent with all other core courses in the WKU Doctoral Program in Educational Leadership. No Cooperative Doctoral Program students will be affected by this change.

**DATE OF IMPLEMENTATION:** Summer, 2011

**Attachment: Course Inventory Form**

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 04/11/11

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of an application for alternate admission to the MAE program in School Counseling. Four of five subcommittee members recommended that K.H. be admitted unconditionally.

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

MEMO TO: CEBS Curriculum Committee

FROM: Retta Poe

DATE: 04/25/11

SUBJECT: Report from the Alternate Admission Subcommittee

Members of the Alternate Admission Subcommittee of the CEBS Curriculum Committee recently conducted individual reviews of an application for alternate admission to the MAE program in School Counseling. Four of five subcommittee members recommended that A.S. be admitted unconditionally.

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