

CEBS CURRICULUM COMMITTEE
3:00 pm – October 6, 2015
GRH 3073

- I. Approval of Minutes of the September 1, 2015 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II. **New Business**

Department of Counseling and Student Affairs

1. New Course – CNS 611, Advanced Play Therapy
2. New Course – CNS 612, Expressive Arts Techniques in Counseling
3. New Course – CNS 613, Sandtray Techniques in Counseling
4. Revise Program – 043, Counseling, Master of Arts in Education
5. Revise Program – 046, School Counseling, Master of Arts in Education
6. Revise Program – 145, Student Affairs in Higher Education, Master of Arts in Education

Department of Psychology

1. New Course – PSY 646, Social Psychology for Applied Practice
2. Revise Program – 092, Psychology, Master of Arts
3. Revise Program – 760, Major in Psychology

CEBS – Dean's Office

1. Revise Program – 042, Education and Behavioral Science Studies, Master of Arts in Education

School of Teacher Education

1. Revise Course – SPED 595, Advanced Preparation Capstone SPED

III. **Other Business**

--Elect/appoint members for the Alternate Admissions Committee

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton Imelda.Bratton@wku.edu 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 611
- 1.2 Course title: Advanced Play Therapy
- 1.3 Abbreviated course title: Advanced Play Therapy
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; CNS 569; or instructor permission.
- 1.9 Corequisites: None
- 1.10 Course description: In-depth study of advanced principles of play therapy theories and techniques. Application of advanced knowledge of developmental, social, cognitive, and emotional issues that impact children's behavior.

2. Rationale:

The proposed CNS 611 Advanced Play Therapy Techniques in Counseling will provide students with theoretical knowledge and the ability to apply advanced play therapy techniques with clients of all ages. The proposed CNS 611 is intended to focus on advanced play therapy skills to utilize with clients who are chronologically or developmentally between 3 to 11 years of age and their families. Because many mental health professionals use advanced play therapy techniques, the course will appeal to students in psychology and social work. Over the past three years students and graduates in the counseling department have expressed an interest through course feedback and written emails in working towards the RPT credential. Additionally practitioners in the local area have provided feedback this training would be valuable for their professional training and for counseling interns working in sites with children and adolescents.

The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 611. Advanced Play Therapy Techniques in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 5 practitioners in the local area that hold

the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.

The Talley Family Counseling Center (TFCC), located in Gary Ransdell Hall, has two fully equipped play therapy rooms available for training students and providing play therapy sessions for children and families. Over the past three years students and graduates in the counseling department have expressed an interest through course feedback and written emails in working towards the RPT credential. Additionally practitioners in the local area have provided feedback this training would be valuable for their professional training and for counseling interns working in sites with children and adolescents.

2.1 Relationship of the proposed course to other courses at WKU:

This course has minor similarities to courses that are offered in other departments; however, it offers a specific focus with more in depth scope. The Psychology Department offers PSY 545 Clinical Child Psychology: Theory and Practice. This course offers a brief introduction to the theory and practice of play therapy; however, it is not the primary focus. Additionally PSY 545 has a cognitive behavioral component, which CNS 600 has a child-centered component.

The Dept. of Social Work offers SWRK 573 Assessment and Case Management of Child Sexual Abuse, which emphasizes assessment and referral or treatment by social workers with children that are survivors of sexual abuse, where CNS 600 would be more of a general approach used to treat a variety of behavior and abuse issues. Additionally SWRK 672 Child Sexual Abuse has a specific focus on dynamics and effects of sexual abuse, where CNS 611 would be more of a course that can apply to a variety of behavior and abuse issues.

3. Discussion of proposed course:

3.1 Schedule type: L - Lecture

3.2 Learning Outcomes: At the conclusion of this course students will be able to:

- Describe advanced techniques of play therapy theories.
- Demonstrate ability to verbally conceptualize the child client.
- Demonstrate ability to develop resources and training for parents/caregivers and educators.
- Demonstrate advanced play therapy skills.
- Describe an understanding of working with multicultural populations.
- Describe legal and ethical issues that impact play therapists.

3.3 Content outline:

- Advanced principles and process of play therapy theories
 - Advanced approaches to working with children
 - Advanced principles of play therapy theories
 - Advanced process of play therapy theories
 - Identifying process and stages of advanced play therapy sessions
- Advanced treatment planning
 - Advanced conceptualization of child clients
 - Advanced treatment planning of child clients

- Resources for parents/caregivers and educators
 - Training for parents/caregivers and educators
 - Various types of advanced play therapy
 - Group play therapy
 - Sibling play therapy
 - Family/Filial play therapy
 - Ethical and legal issues
 - Ethical practice in advanced play therapy sessions
 - Ethical issues
 - Working with multicultural populations
 - Performance of advanced play therapy skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.4 Student expectations and requirements: Student expectations and requirements: Students will be evaluated on their:
- Performance of advanced play therapy skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.5 Tentative texts and course materials:
- O'Connor, K. & Braverman, L (Ed.s). (2009). *Play therapy theory and practice* (2nd ed). New York: Riley.
 - Ray, D.C. (2011). *Advanced play therapy*. New York: Routledge.

4. Budget implications:

- 4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Summer, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.
- 4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation: Summer 2016

6. Dates of committee approvals:

Department

April 14, 2015

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton, Imelda.Bratton@wku.edu, 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 612
- 1.2 Course title: Expressive Arts Techniques in Counseling
- 1.3 Abbreviated course title: Expressive Arts in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; or instructor permission.
- 1.9 Corequisites: None
- 1.10 Course description: Introduction to a variety of expressive arts interventions such as art, drawing, drama, music, and poetry in counseling. Provides overview of history, theory, and interventions across the lifespan.

2. Rationale:

- 2.1 Reason for developing the proposed course: When children and adult clients are unable to respond effectively to talk therapy, helping professionals can use expressive arts to help clients gain insight into their issues. Various art, music, movement, drama and book interventions are used to assist in the therapeutic exploration of unhealthy emotions. Effective use of expressive arts techniques depends on skill development, conceptual grounding, and supervised practice. The proposed CNS 612 Expressive Art Techniques in Counseling will provide students with theoretical knowledge and the ability to apply expressive art techniques with clients of all ages. Because many mental health professionals use expressive art techniques, the course may appeal to students in psychology and social work. Former and current students, site supervisors and local practitioners have provided feedback requesting the addition of expressive art courses.

The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 612 Expressive Arts in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 6 practitioners in the local area that hold the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work

towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.

- 2.2 Relationship of the proposed course to other courses at WKU: The proposed CNS 612 Expressive Art Techniques in Counseling compliments CNS 569 Play Therapy. CNS 569 Play Therapy focuses on clients who are chronologically or developmentally between the ages of 3 to 11 years, with an emphasis of using toys as an intervention medium in the counseling session. The content of the proposed course focuses on working with clients of all ages across the lifespan. Additionally CNS 569 uses the play therapy intervention while the proposed CNS 612 Expressive Art Techniques in Counseling specifically uses art, drawing, drama, music, and poetry as intervention medium in counseling sessions. The Dept. of Social Work offers SWRK 675 Expressive Therapies, which emphasizes a holistic perspective with alternative practices where CNS 612 would be more of a general approach using expressive art interventions to treat a variety of behavior and abuse issues.

3. Discussion of proposed course:

- 3.1 Schedule type: L – Lecture
- 3.2 Learning Outcomes: At the conclusion of this course students will be able to:
- Describe techniques of expressive arts theories.
 - Demonstrate ability to verbally conceptualize the client.
 - Demonstrate ability to develop appropriate expressive arts interventions for clients.
 - Describe the impact of counseling theory in expressive arts activities;
 - Identify and develop interpersonal skills for conducting an expressive arts activity.
- 3.3 Content outline:
- Introduction to Expressive Art Techniques in Counseling;
 - History of Expressive Art Techniques in Counseling;
 - Theory of Expressive Art Techniques in Counseling;
 - Role and characteristics of the Counselor during Expressive Art interventions;
 - Art Techniques;
 - Drawing Techniques;
 - Psychodrama Techniques;
 - Music Techniques;
 - Dance Techniques;
 - Bibliotherapy Techniques;
 - Journal and Poetry Techniques
- 3.4 Student expectations and requirements: : Students will be evaluated on their:
- Performance of expressive arts skills
 - Performance of completing assignments
 - Reflection papers on self-assessments
- 3.5 Tentative texts and course materials:

- Green, E. J., and Drewes, A. A. (Eds.) (2013). *Integrating expressive arts and play therapy with children and adolescents*. New Jersey: Wiley.

4. Budget implications:

- 4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Winter, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.
- 4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation:

6. Dates of committee approvals:

Department	April 14, 2015
College Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: April 14, 2015

College, Department: CEBS, Department of Counseling and Student Affairs

Contact Person: Imelda N. Bratton Imelda.Bratton@wku.edu 270-745-3529

1. Proposed course:

- 1.1 Course prefix (subject area) and number: CNS 613
- 1.2 Course title: Sandtray Techniques in Counseling
- 1.3 Abbreviated course title: Sandtray in Counseling
(maximum of 30 characters or spaces)
- 1.4 Credit hours: 3 credit hours/3 contact hours
- 1.5 Variable credit: No
- 1.6 Repeatable: No
- 1.7 Grade type: Standard Letter Grading
- 1.8 Prerequisites: Admission to or completion of approved master's program in a helping profession, including counseling, psychology, and social work; or instructor permission.

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed CNS 613 Sandtray Techniques in Counseling will provide students with theoretical knowledge and the ability to apply sandtray, an expressive art technique, with clients of all ages. Because many mental health professionals use expressive art techniques, the course will appeal to students in psychology and social work. Current and former WKU students have provided consistent feedback, through course evaluations and written emails, of wanting more expressive art classes.

The Association for Play Therapy offers a Registered Play Therapy (RPT) international credential. The RPT credential has a 150-hour (3 3-hour college courses) education requirement of specific coursework relating to play therapy and expressive arts. The proposed CNS 613 Sandtray Techniques in Counseling will partially meet this requirement. Additionally the Department of Counseling and Student Affairs is creating a Play Therapy Institute to provide training to current students as well as practitioners in the field who may not be degree seeking but desire education in the field of play therapy and expressive arts. As of April 14, 2015, there are only 5 practitioners in the local area that hold the Registered Play Therapy credential (APT, 2015). Students and practitioners will be able to work towards this credential, increasing their knowledge of developmentally appropriate techniques grounded in theory.

- 2.2 Relationship of the proposed course to other courses at WKU: The proposed CNS 613 Sandtray Techniques in Counseling compliments CNS 569 Play Therapy. CNS 569 focuses on clients who are chronologically or developmentally between the ages of 3 to 11 years, with an emphasis of using toys as an intervention medium in the counseling session. The content of the proposed course focuses on working with clients of all ages. The proposed CNS 613 Sandtray Techniques in

Counseling is different because of its focus on integrating sandtray as an expressive art technique in counseling sessions. The Department of Social Work offers SWRK 675 – Expressive Therapies, which explores alternative practices relevant for social work practice. The proposed CNS 613 Sandtray Techniques in Counseling is different as it focuses on the specific use of sandtray in the counseling process.

3. Discussion of proposed course:

3.1 Schedule type: L - Lecture

3.2 Learning Outcomes: At the conclusion of this course students will be able to:

- Describe techniques of sandtray theory.
- Demonstrate ability to verbally conceptualize the client using sandtray techniques.
- Demonstrate sandtray skills.
- Describe an understanding of working with multicultural populations.

3.3 Content outline:

- Introduction to sandtray techniques in counseling.
- History of sandtray techniques in counseling.
- Theory of sandtray techniques in counseling.
- Appropriate clients and populations in which to use sandtray techniques.
- Role and characteristics of the counselor during sandtray interventions.
- Stages and process of sandtray techniques.

3.4 Student expectations and requirements: Students will be evaluated on their:

- Performance of sandtray skills
- Performance of completing assignments
- Reflection papers on self-assessments

3.5 Tentative texts and course materials:

- Homeyer, L., & Sweeney, D. (2011). *Sandtray: a practical manual* (2nd ed). NY: Routledge.

4. Budget implications:

4.1 Proposed method of staffing: One of the existing faculty members in the Counseling and Student Affairs Department will teach this course during Summer term. As this course will be offered during the Summer, it will not impact current staffing during Fall and Spring semesters. This course is an elective and will be offered once required courses have been staffed.

4.2 Special equipment, materials, or library resources needed: The Counseling and Student Affairs Department currently offers CNS 569 Play Therapy and appropriate play therapy equipment is already available in the Talley Family Counseling Center (TFCC). There are two fully stocked play therapy rooms with developmentally appropriate equipment for training.

5. Term for implementation: Summer 2016

6. Dates of committee approvals:

Department

April 14, 2015

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

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

1. Identification of program:

1.1 Reference number: 043

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

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

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Review of completed applications begins March 15 each year for admission in the following fall semester.</p> <p>The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview.</p> <p>After the completion of the interviews, faculty will make admissions decisions based on</p>	<p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or</p>

applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1. ~~Submit required materials to the Graduate School:~~

1. ~~Complete the online graduate application at www.wku.edu/graduate/.~~

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

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

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

2. ~~Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling~~

~~group setting.~~

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

1. Graduate School Application Form

(<http://www.wku.edu/graduate/>)

Requirements include a non-refundable application processing fee and official transcripts.

2. A statement of interest of no more than

6 pages in length (including a cover page, and page with references listed) that includes the content noted below.

This statement should be in APA format, include correct spelling and grammar, and organized according to the prompts below.

a. Present your career objectives

and discuss how a degree in counseling or student affairs

(depending on which program is your focus) will prepare you to

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

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

meet these objectives. Provide support for why you believe your interests and traits (i.e., personal dispositions, interpersonal skills and experiences) match this profession. Be specific and provide examples from your life experiences.

- b. Describe your experiences with and respect for cultural diversity. More specifically, discuss how you have formed and maintained relationships with persons from different backgrounds and cultures from your own (i.e., gender, race, ethnicity, religion, socioeconomic status, etc.) in both individual and group contexts. How do you maintain respect for these differences? Use specific examples.
- c. Briefly discuss how you deal with stressful events. Discuss how you deal with your emotional reactions to events in your life.
- d. Three Potential References (listed on last page) whom can speak to your academic and/or professional dispositions. Include their full names, job titles, organizations, email addresses, phone numbers, and your relationship to them.

The statement of interest will be reviewed according to the following: careful reflection, insight, and openness to self-examination in addition to evidence of knowledge, skills, and awareness of interpersonal relationships. Further, the applicant's career objectives and goals will

cultures. Discuss what you have learned from these experiences.

5. Briefly discuss how you deal with stressful events.
6. Explain how your friends and family would describe the way you function in your relationships with them.
7. Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

2. A completed admission form.

1. Signature Required
Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm.
2. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances.
(Understand that you must complete a criminal background check to be

be considered according to whether they are consistent with the program objectives. Finally, the statement of interest will be reviewed according to proper grammar, writing style, flow of ideas and writing structure, as well as use of APA format.

3. KSP background check and signed statement: PDF | Word

4. An updated resume

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

considered for admission.)
Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.

3.—Three recommendations that use the Candidate Recommendation Form.

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

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

3.—Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns

~~this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.~~

~~4.—An unofficial copy of your transcripts and GRE or Miller Analogy scores.~~

~~5.—A current vita.~~

~~6.—Mail your complete application portfolio to:
Department of Counseling
and Student Affairs
Clinical Mental Health
Counseling and Marriage,
Couple, and Family
Counseling Concentrations
Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
#51031
Bowling Green, KY 42101~~

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

~~3.—If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in Step 2, highly ranked applicants will receive notification of their eligibility for an interview. Applicants will receive this notification approximately 10 days to 2 weeks after the application deadline. Eligible applicants will be scheduled for interviews on campus with faculty and~~

STEP TWO: SELECTED APPLICANTS INVITED TO

<p>current students. Interviews will focus on the following:</p> <ol style="list-style-type: none"> 1.— Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs. 2.— Discussion of academic and professional goals. 3.— Expectations of faculty. 4.— Demonstration of interpersonal skills and insight into personal motivations. 5.— Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. <p><i>Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.</i></p>	<p>PARTICIPATE IN INTERVIEW</p> <p>Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks.</p> <p>Program Coordinators will oversee the application process.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>
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4. Rationale: First, the process will become much more efficient and expedient. The Graduate School will process the applications, as well as keep track of the completeness of the application. In the past, part of the application was submitted to Graduate School and the other requirements were sent to the Department. Because of this efficiency, admissions will be opened

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

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

1. Identification of program:

1.1 Reference number: 046

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

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

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Application deadline is March 15 each year for admission in the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions recommendations based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.</p>	<p>CNS ADMISSIONS</p> <p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or</p>

Application for admission requires three steps:

1. ~~Submit required materials to the Graduate School:~~
 1. ~~Complete the online graduate application at www.wku.edu/graduate.~~
 2. ~~Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.~~
 3. ~~Submit official transcripts of all post-secondary academic work.~~
 4. ~~All applicants who hold a current valid teaching certificate in any state must submit an official copy of their teaching certificate.~~
 5. ~~Submit an official report of either the Graduate Record Examination (GRE) (including the analytic writing section) or the Miller Analogy Test directly to the Graduate School. Be sure to complete the GRE or Miller Analogy Test several months prior to the March 15 application deadline to allow sufficient time for the official test score reports to be received by the Graduate School.~~
 6. ~~Understand that submitting materials to the Graduate School is required and that it is the first step in the application process. Submission of materials to the Graduate School does not~~

group setting.

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

5. Graduate School Application Form

(<http://www.wku.edu/graduate/>)

Requirements include a non-refundable application processing fee and official transcripts.

6. A statement of interest of no more than

6 pages in length (including a cover page, and page with references listed) that includes the content noted below.

This statement should be in APA format, include correct spelling and grammar, and organized according to the prompts below.

- a. Present your career objectives and discuss how a degree in counseling or student affairs (depending on which program is your focus) will prepare you to

imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.

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

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

- 1.—Discuss what it would mean to you to become a school counselor.
- 2.—Describe your personal characteristics that prepare you to become an effective school counselor.
- 3.—Discuss how you deal with your emotional

meet these objectives. Provide support for why you believe your interests and traits (i.e., personal dispositions, interpersonal skills and experiences) match this profession. Be specific and provide examples from your life experiences.

- b. Describe your experiences with and respect for cultural diversity. More specifically, discuss how you have formed and maintained relationships with persons from different backgrounds and cultures from your own (i.e., gender, race, ethnicity, religion, socioeconomic status, etc.) in both individual and group contexts. How do you maintain respect for these differences? Use specific examples.
- c. Briefly discuss how you deal with stressful events. Discuss how you deal with your emotional reactions to events in your life.
- d. Three Potential References (listed on last page) whom can speak to your academic and/or professional dispositions. Include their full names, job titles, organizations, email addresses, phone numbers, and your relationship to them.

The statement of interest will be reviewed according to the following: careful reflection, insight, and openness to self-examination in addition to evidence of knowledge, skills, and awareness of interpersonal relationships. Further, the applicant's career objectives and goals will

reactions to events in your life.

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

5. Briefly discuss how you deal with stressful events.

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

7. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives.

2. A completed admission form ([PDF](#) or [Word](#))

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

2. If you have been charged or convicted

be considered according to whether they are consistent with the program objectives. Finally, the statement of interest will be reviewed according to proper grammar, writing style, flow of ideas and writing structure, as well as use of APA format.

7. **KSP background check and signed statement:** [PDF](#) | [Word](#)

8. **An updated resume**

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

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

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

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

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

recommendation.

3.—Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from three references, attach them to the rest of your application.

4.—An unofficial copy of your transcripts and GRE or Miller Analogy Test scores.

5.—A current vita.

6.—Mail your complete application portfolio to:
Department of Counseling
and Student Affairs
School Counseling Program
Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd.
#51031
Bowling Green, KY 42101-
1031

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

3.—If invited, participate in the on-campus interview process. Based on evaluation of the materials in the application portfolio submitted in

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

- 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 most highly ranked following the interview assessment. The number of students admitted depends on the number of openings.

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

STEP TWO: SELECTED APPLICANTS INVITED TO PARTICIPATE IN INTERVIEW

Based on the review of the application portfolio, highly ranked applicants will receive notification of their eligibility for an individual or group interview. Applicants who completed Step 1 with moderate rankings may be placed on a waiting list depending on the number of students admitted each term. Eligible applicants will be scheduled for interviews on campus with faculty, current students, alumni and/or experienced professionals. Participation in

<p>of an interview depending on the number of students admitted during the initial round of interviews.</p> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>	<p>the interview process does not guarantee admission but is a prerequisite for admission. Interviewees who are unable to travel to campus interviews may arrange an online interview with the Program Coordinator. Based on the interview assessment, faculty will make offers for admission for the most highly rated candidates.</p> <p>Applicants with moderate or lower rankings from the interviewers may receive letters indicating that they will be placed on a waiting list or are not eligible for admission based upon the review. If you are on a waiting list, the average time to be notified of your eligibility may be up to 6 weeks.</p> <p>Program Coordinators will oversee the application process.</p> <hr/> <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p> <hr/>
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4. Rationale: First, the process will become much more efficient and expedient. The Graduate School will process the applications, as well as keep track of the completeness of the application. In the past, part of the application was submitted to Graduate School and the other requirements were sent to the Department. Because of this efficiency, admissions will be opened twice a year (which could significantly increase number of applicants). Secondly, the new application requirements will reflect what Department faculty actually value in incoming students. For example, while the GRE and/or MAT results were considered, they were not seen as reflective of a Counseling or Student Affairs student's potential or aptitude within the Department. Removing the exam requirement is also consistent with a practice throughout the university. Additionally, reference letters will not be required but only used upon request. Similarly, such letters were not seen as useful predictors of student success within the Department. Finally, the number of prompts for the writing sample were significantly reduced to reflect only information that the faculty value as useful for admissions decisions. Thirdly, the admissions interview was revised to include a group interview (rather than solely relying on individual interviews). This revision reflects current practice within Counselor Education programs throughout the country. It also provides an excellent opportunity for incoming students to demonstrate personal qualities and dispositions valued by the helping profession. In short, the faculty believe that all of the revisions will not only streamline the admissions process, but also provide a process that more accurately reflects what the faculty value, as well as current admissions practices in Counselor Education programs across the country.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	<u>09-16-2015</u>
College Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Revise a Program (Action)

Date: September 28, 2015

College: College of Education and Behavioral Sciences

Department: Counseling and Student Affairs

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

1. Identification of program:

1.1 Reference number: 145

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

2. Proposed change(s):

2.1 title:

2.2 admission criteria:

2.3 curriculum:

2.4 other:

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

3. Detailed program description:

Existing Program	Revised Program
<p>Program Admission</p> <p>Review of completed applications begins March 15 each year for admission in the following fall semester.</p> <p>The review process utilizes a holistic approach to evaluate applicants' potential to be successful as students and student affairs professionals. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview.</p>	<p>Application Deadline is October 15 for spring admission; and March 15 for fall admission.</p> <p>Overview of the Application Process for Master's Degree Programs</p> <p>Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as students and, upon graduation, counseling or student affairs professionals. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview</p>

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

Application for admission requires three steps:

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

with faculty and current students in an individual or group setting.

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

STEP ONE: COMPLETE THE ADMISSIONS APPLICATION PROCESS

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

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

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

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6 pages in length (including a cover page, and page with references listed) that includes the content noted below.

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- a. Present your career objectives and discuss how a degree in counseling or student affairs (depending on which program is

and Student Affairs master's degree program.

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

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11. KSP background check and signed statement: PDF | Word

12. An updated resume

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

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

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recommendation.

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Student Affairs in Higher
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Bowling Green, KY 42101

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

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

Program Coordinators will oversee the application process.

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

~~admitted during the initial round of interviews.~~

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

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

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	09-16-2015
College Curriculum Committee	_____
Professional Education Council (if applicable)	N/A
Graduate Council	_____
University Senate	_____

Create a New Course (Action)

Date: September 14, 2015

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

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

1. Proposed course:

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

2. Rationale:

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

3. Discussion of proposed course:

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

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

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

10. Social Influence, Physician Attitudes, and Ethics of Assisted Suicide

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

-Evaluate the issues relative to APA ethical standards.

3.4 Student expectations and requirements:

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

3.5 Tentative texts and course materials:

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

4. Budget implications:

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

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

5. Term for implementation: Spring 2016

6. Dates of committee approvals:

Department

9/18/15

College Curriculum Committee

Professional Education Council

Graduate Council

University Senate

**Revise a Program
(Action)**

Date: 9/8/2015

College: College of Education and Behavioral Sciences

Department: Psychology

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

1. Identification of program:

- 1.1 Reference number: 092
- 1.2 Program title: Psychology, Master of Arts

2. Proposed change(s):

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

3. Detailed program description:

Existing Program	Revised Program
<p>Program Requirements (48 hours)</p> <p>The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662). Practicum/internship sites may have additional requirements before allowing</p>	<p><i>Program Requirements (48 hours)</i></p> <p>The clinical psychology concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The degree offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepare students to pursue further education at the doctoral level. Clinical psychology graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. A thesis is required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, PSY 640, PSY 641, and PSY 660), or practicum and internship (PSY 562, PSY 592, and PSY 662). Practicum/internship sites may have additional requirements before allowing students to complete placements; these might</p>

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

	Emotional Functioning			Personality and Socio-	
PSY 520	Individual Differences	3		Emotional Functioning	
	and Human Diversity		PSY 520	Individual Differences	3
Total Hours		48		and Human Diversity	
			Total Hours		48

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

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

6. **Dates of committee approvals:**

Department	<u>9/18/15</u>
College Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

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

Contact Person: Steve Wininger, steven.wininger@wku.edu, 5-4421.

1. Identification of program:

- 1.1 Current program reference number: 760
- 1.2 Current program title: Major in Psychology
- 1.3 Credit hours: 31

2 Identification of the proposed program changes:

- 2.1 Added a new course category requirement labelled “Development and Behavior.”
- 2.2 Total credit hours have been increased from 31 to 34 hours.
- 2.3 Two new concentration options entitled “Sport Psychology” and “Forensic Psychology” have been added.

3 Detailed program description:

Current Program	Proposed Program
General Major The general major in psychology (reference number 760) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree.	General Major The general major in psychology (reference number 760) requires a minimum of 34 semester hours and leads to a Bachelor of Arts degree.
A minor or second major is required. At least half of the program must be in upper division courses (numbered 300 or above).	A minor, second major, or the sport psychology concentration is required. At least half of the program must be in upper division courses (numbered 300 or above).
Required courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3).	Required core courses are PSY100 Introduction to Psychology (3), PSY 210 Research Methods in Psychology (3), PSY 211 Research Methods in Psychology Lab (1), PSY 313 Statistics in Psychology (3), and PSY 481 History of Psychology (3).
MATH 183 (recommended) or other mathematics course (excluding MATH 109) that satisfies the mathematics General Education requirement must also be completed, as well as the indicated number of hours from each of the following categories.	MATH 183, PHIL 215 , or other mathematics courses (excluding MATH 109) that satisfy the Colonnade Quantitative Reasoning requirement must also be completed.
One course from each of the following categories must be taken. Foundations of Behavior: 3 hours • PSY 331 – Psychology of Learning (3)	One course from each of the following categories must be taken. Development and Behavior: 3 hours • PSY 220 Introduction to Lifespan

<ul style="list-style-type: none"> • PSYS 333 – Cognitive Psychology (3) • PSYS 363 – Psychology of Sensation and Perception (3) • PSY 412 – Psychology of Motivation and Emotion (3) • PSY 422 – Adolescent Psychology (3) • PSY 436 – Applied Cognitive Psychology (3) • PSYS 450 – Introduction to Personality Theories (3) <p>Group Behavior: 3 hours</p> <ul style="list-style-type: none"> • PSY 350 – Social Psychology (3) • PSY 355 – Cross-Cultural Psychology (3) • PSYS 370 – Industrial/Organizational Psychology (3) • PSY 371 – Psychology of Sales (3) • PSY470 – Psychology and Law (3) <p>Behavioral Change: 3 hours</p> <ul style="list-style-type: none"> • PSY 340 – Sport Psychology (3) • PSY 440 – Abnormal Psychology (3) • PSY 442 – Beginning Skills in Psychological Interviewing (3) • PSY 443 – Behavior Modification (3) • PSY 445 – Introduction to Clinical Practice in Psychology (3) 	<p>Developmental Psychology (3)</p> <ul style="list-style-type: none"> • PSY 422 Adolescent Psychology (3) • FACS 191 Child Development (3) • GERO 100 Introduction to the Aging Experience (3) <p>Foundations of Behavior: 3 hours</p> <ul style="list-style-type: none"> • PSY 331 – Psychology of Learning (3) • PSYS 333 – Cognitive Psychology (3) • PSYS 363 – Psychology of Sensation and Perception (3) • PSY 412 – Psychology of Motivation and Emotion (3) • PSY 436 – Applied Cognitive Psychology (3) • PSYS 450 – Introduction to Personality Theories (3) <p>Group Behavior: 3 hours</p> <ul style="list-style-type: none"> • PSY 350 – Social Psychology (3) • PSY 355 – Cross-Cultural Psychology (3) • PSYS 370 – Industrial/Organizational Psychology (3) • PSY 371 – Psychology of Sales (3) • PSY 470 – Psychology and Law (3) <p>Behavioral Change: 3 hours</p> <ul style="list-style-type: none"> • PSY 340 – Sport Psychology (3) • PSY 440 – Abnormal Psychology (3) • PSY 442 – Beginning Skills in Psychological Interviewing (3) • PSY 443 – Behavior Modification (3) • PSY 445 – Introduction to Clinical Practice in Psychology (3)
<p>Psychology Electives: 9 hours (at least 6 hours in courses numbered 300 or above in PSY or PSYS with the exception of PSY175 or PSY310)</p>	<p>No changes to this section.</p>

<p>The Psychology General Major is restricted to students with minimum composite ACT of 20 (or equivalent SAT) or a minimum cumulative GPA of 2.5 after 30 plus hours.</p>	<p>No changes to this section.</p>
	<p>In addition to the option of majoring in psychology and choosing a minor or second major, students may also declare the sport psychology concentration which does not require an additional minor or second major.</p>
	<p>Sport Psychology Concentration</p> <p>Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Development and Behavior, Foundations of Behavior, Group Behavior, and Behavioral Change.</p> <p>Required Psychology Concentration Courses (Concentration courses may not be counted as category courses) -PSY 340 Sport Psychology (3) -PSY 412 Psychology of Motivation and Emotion (3) -PSY 440 Abnormal Psychology (3)</p> <p>Other Courses -BIOL 131 Human Anatomy & Physiology (4); Colonnade E-NS with lab -PE 122 Foundations of Kinesiology (3) -PE 311 Exercise Physiology (3) -PE 313 Motor Development (3) -HMD 211 Human Nutrition (3); Colonnade K-SC -HMD 364 Sports Nutrition (3)</p> <p>Total hours required for concentration = 53</p>
	<p>Forensic Psychology Concentration</p> <p>Required Psychology Major Courses -Core courses (13 hours): PSY 100, 210, 211, 313, and 481. -Category courses (12): Development and Behavior (PSY 422 recommended), Foundations of Behavior, Group Behavior, and Behavioral Change.</p> <p>Required Psychology Concentration Courses (9)</p>

	<p>(Concentration courses may not be counted as category courses)</p> <p>-PSY 350 Social Psychology (3) -PSY 440 Abnormal Psychology (3) -PSY 470 Psychology and Law (3)</p> <p>Restricted Elective Courses from Other Departments (6) (Choose two)</p> <p>-CRIM 101 Intro to Criminal Justice (3); (Colonnade E-SB) -CRIM 456 Homicide and Serial Homicide (3) -PHIL 211 Why are Bad People Bad (3); (Colonnade K-SC) -PS 220 Judicial Process (3); (Colonnade K-SY)</p> <p>Total hours required for concentration = 40</p>
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4. Rationale for the proposed program change:

- 4.1. Adding the new course category of Development and Behavior adheres more closely to APA’s suggested guidelines for undergraduate curriculum content. Additionally, we have observed that some of our majors have career goals that involve working with or understanding individuals in specific areas of the lifespan. The addition of this category will allow them to further focus on these interests as they pursue their major.
- 4.2. The addition of the new course category moves our required hours from 31 to 34.
- 4.3. Two of the more popular specialties within psychology are sport psychology and forensic psychology. We are often asked by visiting potential students about these two areas. None of the other colleges or universities in the state of Kentucky offer an undergraduate program in sport psychology and only ECU offers a concentration in Forensic Psychology. We feel that these concentrations will help attract more students to WKU and provide more depth in popular specialties within psychology. Another positive aspect of these concentrations is that they expose our students to related subject areas that are an integral part of each specialization.

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

6. Dates of prior committee approvals:

Department/ Unit	9/18/2015
College Curriculum Committee	_____
Professional Education Council	N/A
Undergraduate Curriculum Committee	_____
University Senate	_____

Revise a Program (Action)

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

1. Identification of program:

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

2. Proposed change(s):

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

3. Detailed program description:

Existing Program	Revised Program
<p>(Insert existing program language)</p> <p>This is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Admissions Requirements Applicants for admission must: • Document a cumulative overall grade point average (GPA) of 2.75 or above (counting all</p>	<p>(Identify deletions by strike-through and highlight additions.)</p> <p>This is an interdisciplinary program designed for qualified graduate students who wish to do advanced study of education (in a general sense) or behavioral sciences (in a general sense) but whose career goals are not addressed by existing programs at Western Kentucky University. The program is a flexible one that allows a faculty advisor to individually tailor a program of studies for a student who wants to pursue graduate study in an area of education or behavioral sciences for which the university does not presently offer a program. Completion of this program does not lead to initial or advanced certification by Kentucky's Education Professional Standards Board, nor does it lead to certification or licensure in counseling or psychology.</p> <p>Admissions Requirements Applicants must meet minimum Graduate School requirements for admission to be admitted to this program. Refer to the Graduate School admission requirements for additional</p>

course work, undergraduate and graduate) OR a GPA of 3.0 in the last 30 hours of course work (counting all course work, undergraduate or graduate); and

- ~~Submit a scholarly/professional writing sample to be assessed by the admissions committee; OR~~
- ~~Attain a GAP score (550 for applicants who took the GRE General Test on or after August 1, 2011; or 2200 for applicants who took the GRE General Test on or after October 1, 2002, but prior to August 1, 2011); *GAP=(GRE V+GRE Q) +(GPAx100); earn a GRE verbal score of at least 144 (at least 350 on the GRE V prior to August 1, 2011); and achieve a GRE Analytical Writing score of at least 3.5. Applicants who took the GRE General Test on or after August 1, 2011 must also earn a GRE quantitative score of at least 139.~~

AND

- ~~Submit completed departmental application form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of those goals.~~

~~International students who apply must achieve a minimum score of 550 on the paper-based TOEFL (or at least 79 on the iBT TOEFL). The listening sub-scale score must be at least 53 (18 on the iBT version), and the writing sub-scale score must be at least 60 (23 on the iBT version).~~

Degree Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination. Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required core - 18 hours

Research Foundations-3 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee

Professional Foundations-3 hours

Strategies/Methodologies of Education or Behavioral Sciences-3 hours

Developmental Issues-3 hours

**Professional Development-3 hours*

information:

<http://catalog.wku.edu/graduate/admission/application/>

Applicants may be considered for admission if they have a GPA of 3.0 in the last 30 hours of course work, undergraduate and graduate.

NOTE: Upon admission, applicants will be required to complete a applicant statement form that describes the applicant's professional/career goals, including a discussion of how the applicant believes completing the MAE in Education and Behavioral Science Studies will contribute to the realization of these goals. The applicant statement form may be found at the following link:

<http://www.wku.edu/cebs/programs/graduate/ebss/contact.php>

Degree Requirements (30 hours)

A minimum of 30 semester hours of graduate level course work is required for the non-thesis option; 24 hours of course work is required for the thesis option. All students must pass a final comprehensive examination **or complete the thesis option. Non-Thesis option students must pass comprehensive exams as exit criteria for the program.** Selection of courses for each category of the core will be determined by the program advisor, based on an evaluation of the student's professional needs and goals.

Required core - 18 hours

Research Foundations-3 hours

EDFN 500 Research Methods or equivalent, approved by advisory committee

Professional Foundations-3 hours

Strategies/Methodologies of Education or Behavioral Sciences-3 hours

<p>EDU 594 Practicum in Education or Behavioral Sciences or other practicum or seminar course requiring field-based, practical application approved in advance by advisor</p> <p><i>*Capstone Course-3 hours</i> EDU 595 Directed Study in Education or Behavioral Sciences <i>*A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i></p> <p>Option 1: Education Studies - 12 hours <i>Advisor-approved pedagogy-related, strategies, or methods course-3 hours Content courses-9 hours</i> <i>(Courses from non-education fields must be approved by advisor.)</i></p> <p>Option 2: Behavioral Science Studies - 12 hours <i>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral science areas. Students must have prior departmental approval to enroll in the courses</i></p>	<p><i>Developmental Issues-3 hours</i></p> <p><i>*Professional Development-3 hours</i> Field based practicum, seminar course, or other advisor approved experience.</p> <p><i>*Capstone Course-3 hours</i> EDU 595 Directed Study in Education or Behavioral Sciences</p> <p><i>*A thesis may be substituted for the Professional Development and Capstone Course requirements. Students who elect the thesis option may enroll in EDU 599 Thesis Research and Writing (6 hours) or other thesis course, with approval of the thesis director.</i></p> <p>Option 1: Education Studies - 12 hours <i>Advisor-approved pedagogy-related, strategies, or methods course-3 hours Content courses-9 hours</i> <i>(Courses from non-education fields must be approved by advisor.)</i></p> <p>Option 2: Behavioral Science Studies - 12 hours <i>Courses selected with advisor approval from Counseling, Psychology, Family and Consumer Sciences, Sociology, Social Work, or other behavioral science areas. Students must have prior departmental approval to enroll in the courses</i></p>
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4. Rationale: The EBSS program has become a program of interest for many international students and the minimum Graduate School requirements for admission of a baccalaureate or higher, cumulative GPA of 2.75, along with the TOEFL scores (or other acceptable options for those whose native language is not English) is sufficient for admission to this program. Many well-respected universities eliminated the GRE requirement for masters programs. NYU, John Hopkins, and Berkeley are just a few of those who no longer require a GRE score for admission. The literature is clear that the GRE's predictive validity of success in a graduate program is weak at best and invalid at worst for some disciplines. (See annotated bibliography from the Graduate Diversity Program, UC Berkeley: <http://grad.berkeley.edu/wp-content/uploads/GRE-Studies-Annotated-BIBLIOGRAPHY-2014-December-5.pdf>) The cumulative GPA is seen as a better predictor of success in graduate school past the first year. In addition, replacing the specific professional development course for a description of a type of professional development course allows students more flexibility in individualizing the program.

5. Proposed term for implementation: Spring 2016

6. Dates of committee approvals:

Department	N/A
College Curriculum Committee	
Professional Education Council (if applicable)	N/A
Graduate Council	
University Senate	

**Revise a Course
(Action)**

Date: September 9, 2015

College of Education and Behavioral Sciences, School of Teacher Education, Special Education

Contact Person: Gail Kirby, gail.kirby@wku.edu 270-745-3746

1. Identification of course

- 1.1 Course prefix (subject area) and number: SPED 595
- 1.2 Course title: Advanced Preparation Capstone SPED

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours: repeatable for a total of 6 hours
- 2.4 grade type:
- 2.5 prerequisites:
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course: SPED 595 is a capstone course that is taken by all MAE Special Education teacher candidates. In addition, it is required in the new Learning and Behavior Disorders (LBD) Certification Only and Moderate to Severe Disabilities (MSD) Certification Only programs in order to satisfy requirements by the KY Education Professional Standards Board (EPSB) to accrue 70 hours of participation with students with disabilities in the area of their certification, including field-based observations. If a candidate has already take SPED 595 in one level of certification, the candidate must retake the course for the next level of certification in order to satisfy the requirements of the EPSB.

4. Term of implementation: Spring 2016

5. Dates of committee approvals:

Department	09/19/15 (electronic vote)
College Curriculum Committee	_____
Professional Education Council (if applicable)	_____
Graduate Council Curriculum Committee	_____
Graduate Council	_____
University Senate	_____