

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: December 2015

FROM: Kurt Neelly, Graduate Council Chair

The Graduate Council submits the following items from the December 10, 2015 meeting for consideration.

Information Items:

I. Temporary Course NA

Consent Items (no significant implications beyond college):

I. Revise/Suspend/Delete Course or Program NA

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

I. Revise a Course

BIOL 400G, Plant Physiology
BIOL 407G, Virology
BIOL 446G, Biochemistry
BIOL 447G, Lab Biochemistry
BIOL 450G, Recombinant Gene Technology
BIOL 456G, Ichthyology
BIOL 459G, Mammalogy
BIOL 460G, Parasitology
BIOL 464G, Endocrinology
BIOL 467G, Biochemistry II
BIOL 495G, Molecular Genetics
BIOL 526, Physiological Ecology
COMM 501 Qualitative Research Methods in Communication
COMM 502 Quantitative Research Methods in Communication
COMM 547 Organization Communication Theory
GEOS 522, Seminar in Physical Climatology
GEOS 533, Seminar in Synoptic Meteorology
GEOS 535, Seminar in Dynamic Meteorology II
GEOS 537, Seminar in Mesoscale Meteorology
GEOS 538, Seminar in Physical Meteorology
PSYS 423G, Psychology of Adult Life and Aging
PSYS 424G, Topics in Developmental Psychology
PSYS 453G, Psychology of Women
SPED 595, Advanced Preparation Capstone

II. Create a New Course

GEOS 531, Dynamic Meteorology I
CNS 611, Advanced Play Therapy
CNS 612, Expressive Arts Techniques in Counseling
CNS 613, Sandtray Techniques in Counseling

III. Revise a Program

0471 Communicating in Organizations
0475 Communicating in Healthcare
012 Master of Arts in Organizational Communication
105 Master of Arts: Sociology

**Revise a Course
(Action)**

Date: 10/21/15

College, Department: Ogden, Biology

Contact Person: Michael Smith, michael.smith1@wku.edu, 502-242-7771

1. Identification of course

- 1.1 Course prefix (subject area) and number: BIOL 446G
- 1.2 Course title: Biochemistry I

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: All prerequisites have been removed.
- 2.6 corequisites:
- 2.7 course description:
- 2.8 other:

3. Rationale for revision of course:

As this is a graduate level course, WKU undergraduate prerequisite courses cannot be required.

4. **Term of implementation:** Summer 2016

5. Dates of committee approvals:

Department	9/25/2015
College Curriculum Committee	10/23/2015
Professional Education Council (if applicable)	
Graduate Council	12/10/2015
University Senate	

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

**Revise a Course
(Action)**

Date: October 5, 2015

College: Potter College of Arts & Letters

Department: Communication

Contact Person: Angela M. Jerome, angela.jerome@wku.edu, 5-3296

1. Identification of course

- 1.1 Course prefix (subject area) and number: COMM 501
- 1.2 Course title: Qualitative Research Methods in Communication

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: Admission to Master of Arts and Organizational Communication (#0012) or permission of the graduate program coordinator
- 2.6 corequisites:
- 2.7 course description: Study of qualitative research designs and the procedures typically used in communication research. Includes general overview of interviewing and other qualitative research methodologies.
- 2.8 other:

3. **Rationale for revision of course:** This is one of the three core courses for the MA in Organizational Communication program. All students in this course need to have met all of the admission requirements for the MA program. This restriction ensures that is the case.

4. **Term of implementation:** Fall 2016

5. Dates of committee approvals:

Department	10-14-15
College Curriculum Committee	11-5-2015
Professional Education Council (if applicable)	
Graduate Council	12/10/2015
University Senate	

**Revise a Course
(Action)**

Date: October 5, 2015

College: Potter College of Arts & Letters

Department: Communication

Contact Person: Angela M. Jerome, angela.jerome@wku.edu, 5-3296

1. Identification of course

- 1.1 Course prefix (subject area) and number: COMM 502
- 1.2 Course title: Quantitative Research Methods in Communication

2. Proposed change(s):

- 2.1 course number:
- 2.2 course title:
- 2.3 credit hours:
- 2.4 grade type:
- 2.5 prerequisites: Admission to Master of Arts and Organizational Communication (#0012) or permission of the graduate program coordinator
- 2.6 corequisites:
- 2.7 course description: Study of quantitative research designs and the procedures typically used in communication research. Includes general overview of survey, and other quantitative research methodologies along with statistical analysis using computer software.
- 2.8 other:

3. Rationale for revision of course: This is one of the three core courses for the MA in Organizational Communication program. All students in this course need to have met all of the admission requirements for the MA program. This restriction ensures that is the case.

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department	10-14-15
College Curriculum Committee	11-5-2015
Professional Education Council (if applicable)	
Graduate Council	12/10/2015
University Senate	

**Revise a Course
(Action)**

Date: October 5, 2015

College: Potter College of Arts & Letters

Department: Communication

Contact Person: Angela M. Jerome, angela.jerome@wku.edu, 5-3296

1. Identification of course

1.1 Course prefix (subject area) and number: COMM 547

1.2 Course title: Organizational Communication Theory

2. Proposed change(s):

2.1 course number:

2.2 course title:

2.3 credit hours:

2.4 grade type:

2.5 prerequisites: Admission to Master of Arts and Organizational Communication (#0012)
or permission of the graduate program coordinator

2.6 corequisites:

2.7 course description: A survey of organizational communication theories, perspectives,
methods, and current issues.

2.8 other:

3. **Rationale for revision of course:** This is one of the three core courses for the MA in Organizational Communication program. All students in this course need to have met all of the admission requirements for the MA program. This restriction ensures that is the case.

4. **Term of implementation:** Fall 2016

5. Dates of committee approvals:

Department	10-14-15
College Curriculum Committee	11-5-2015
Professional Education Council (if applicable)	
Graduate Council	12/10/2015
University Senate	

**Revise a Course
(Action)**

Date: 7/23/15

College, Department: Ogden, Geography and Geology

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

1. Identification of course

- 1.1. Course prefix (subject area) and number: GEOS 522
- 1.2. Course title: Seminar in Physical Climatology

2. Proposed change(s):

- 2.1. course number:
- 2.2. course title:
- 2.3. credit hours:
- 2.4. grade type:
- 2.5. prerequisites: METR 324 and MATH 237, both with grades of C or better, or equivalent
- 2.6. corequisites:
- 2.7. course description:
- 2.8. other:

3. Rationale for revision of course: The prerequisite was changed to be consistent with METR 422, which is the associated undergraduate course.

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
Ogden College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

**Revise a Course
(Action)**

Date: 7/23/15

College, Department: Ogden, Geography and Geology

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

1. Identification of course

- 1.1. Course prefix (subject area) and number: GEOS 533
- 1.2. Course title: Seminar in Synoptic Meteorology

2. Proposed change(s):

- 2.1. course number:
- 2.2. course title:
- 2.3. credit hours:
- 2.4. grade type:
- 2.5. prerequisites: METR 324 and MATH 237, both with grades of C or better, or equivalent
- 2.6. corequisites:
- 2.7. course description:
- 2.8. other:

3. Rationale for revision of course: The prerequisite was changed to be consistent with METR 432, which is the associated undergraduate course.

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
Ogden College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

**Revise a Course
(Action)**

Date: 7/23/15

College, Department: Ogden, Geography and Geology

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

1. Identification of course

- 1.1. Course prefix (subject area) and number: GEOS 535
- 1.2. Course title: Seminar in Dynamic Meteorology II

2. Proposed change(s):

- 2.1. course number:
- 2.2. course title:
- 2.3. credit hours:
- 2.4. grade type:
- 2.5. prerequisites: GEOS 531 , or equivalent
- 2.6. corequisites:
- 2.7. course description:
- 2.8. other:

3. Rationale for revision of course: The prerequisite was changed to be consistent with METR 433, which is the associated undergraduate course. GEOS 531 is the former GEOG 431G (see above).

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

**Revise a Course
(Action)**

Date: 7/23/15

College, Department: Ogden, Geography and Geology

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

1. Identification of course

- 1.1. Course prefix (subject area) and number: GEOS 537
- 1.2. Course title: Seminar in Mesoscale Meteorology

2. Proposed change(s):

- 2.1. course number:
- 2.2. course title:
- 2.3. credit hours:
- 2.4. grade type:
- 2.5. prerequisites: GEOS 533, or equivalent
- 2.6. course description:
- 2.7. other:

3. Rationale for revision of course: The prerequisite was changed to be consistent with METR 437, which is the associated undergraduate course.

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

**Revise a Course
(Action)**

Date: 7/23/15

College, Department: Ogden, Geography and Geology

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

1. Identification of course

- 1.1. Course prefix (subject area) and number: GEOS 538
- 1.2. Course title: Seminar in Physical Meteorology

2. Proposed change(s):

- 2.1. course number:
- 2.2. course title:
- 2.3. credit hours:
- 2.4. grade type:
- 2.5. prerequisites: GEOS 531, or equivalent
- 2.6. corequisites:
- 2.7. course description:
- 2.8. other:

3. Rationale for revision of course: The prerequisite was changed to be consistent with METR 438, which is the associated undergraduate course. GEOS 531 is the former GEOG 431G (see above).

4. Term of implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

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. It is their final course and requires that they have a student-teaching like experience with the focus on their expected disability category. Not only is it required in the MAE for LBD and MSD, but it is also 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). If a candidate has already taken SPED 595 in one area of disability certification, the candidate must retake the course for the next area of disability certification in order to satisfy the requirements of the EPSB.

4. Term of implementation: Summer 2016

5. Dates of committee approvals:

Department	09/19/2015

College Curriculum Committee	10/06/2015

	11/11/2015
Professional Education Council	
Graduate Council Curriculum Committee	

Graduate Council	12/10/2015

University Senate	_____

Create a New Course

(Action)

Date: November 9, 2015

College, Department: Ogden, Geography and Geology

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

1. Proposed course:

- 1.1 Course prefix (subject area) and number: GEOS 531
- 1.2 Course title: Seminar in Dynamic Meteorology I
- 1.3 Abbreviated course title: Seminar in Dynamic Met I
(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
- 1.8 Prerequisites: METR 324 and MATH 237, both with grades of C or better, or equivalent
- 1.9 Corequisites:
- 1.10 Course description: Introduction to large-scale dynamics of the Earth's troposphere focusing on fundamental topics, the basic governing equations of motion in the atmosphere, and dry thermodynamics.
- 1.11 Course equivalency: None

2. Rationale:

- 2.1 Reason for developing the proposed course: This course previously existed as GEOG 431G but was inadvertently deleted at the November 2015 Graduate Curriculum Committee meeting. Rather than deletion, it was intended for GEOG 431G to be renamed as GEOS 531. The Department is eliminating 4xxG courses and aligning all graduate courses in the 500-range in preparation for a proposed JUMP program. The prerequisite was changed to be consistent with METR 431.
- 2.2 Relationship of the proposed course to other courses at WKU: GEOS 531 is the first in a two-semester sequence of atmospheric dynamics and is the prerequisite for GEOS 535, Seminar in Dynamic Meteorology II.

3. Discussion of proposed course:

- 3.1 Schedule type: Lecture
- 3.2 Learning Outcomes:
 - 1) Demonstrate knowledge of the horizontal and vertical equations of motion.
 - 2) Conduct scale analysis on the horizontal and vertical equations of motion.
 - 3) Describe basic atmospheric motions in terms of conservation laws.
 - 4) Demonstrate knowledge of dry thermodynamics in atmosphere.
- 3.3 Content outline:

Tentative course outline

Section One: Physical dimensions and vector calculus review

- Units and scales
- Scalars and vectors
- Dot and cross products
- Scalar fields: gradient and directional derivatives

- Vector fields: divergence and curl
- Taylor series

Section Two: Fundamental forces

- Pressure gradient force
- Gravity
- Friction

Section Three: Noninertial reference frames and “apparent” forces

- Centrifugal/centripetal force
- Coriolis force

Section Four: Basic conservation laws and scale analysis

- Conservation of momentum, mass, and energy

Section Five: Thermodynamics of the dry atmosphere

3.4 Student expectations and requirements:

One mid-term exam (40%), one final exam (40%), and several homework assignments (20%) will comprise the grade for this course. Exams and homework assignments will contain computations. You must show ALL work to get credit. Homework assignments must be turned in at the beginning of the class period they are due, otherwise they will be considered late. Late assignments will receive a 10% reduction for each day it is late.

3.5 Tentative texts and course materials:

“Mid-Latitude Atmospheric Dynamics” by Jonathan E. Martin

“A First Course in Atmospheric Thermodynamics” by Grant W. Petty

4. Budget implications:

4.1 Proposed method of staffing: Course will be taught by existing faculty

4.2 Special equipment, materials, or library resources needed: None

5. Term for implementation: Fall 2016

5. Dates of committee approvals:

Department of Geography and Geology	8/19/2015
College Curriculum Committee	9/25/2015
Graduate Council	12/10/2015
University Senate	

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

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:

- 2.1 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.

2.2 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
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College Curriculum Committee	October 6, 2015
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Professional Education Council	October 14, 2015
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Graduate Council	December 10, 2015
	<hr/>
University Senate	<hr/>

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 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 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 and winter terms. As this course will be offered during the Summer/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:

Summer 2016

6. Dates of committee approvals:

Department

April 14, 2015

College Curriculum Committee

October 6, 2015

Professional Education Council

November 11, 2015

Graduate Council

December 10, 2015

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.
- 1.9 Corequisites: None
- 1.10 Course description: Introduction to principles of sandtray technique. Provides overview of history, theory, and interventions across the lifespan.

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 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
sandtray in the counseling

Counseling is different as it focuses on the specific use of
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	October 6, 2015
Professional Education Council (if applicable)	November 11, 2015
Graduate Council	December 10, 2015
University Senate	

**Revise a Program
(Action)**

Date: September 14, 2015
 College: Potter College of Arts & Letters
 Department: Communication
 Contact Person: Angela M. Jerome, angela.jerome@wku.edu, 5-3296

1. Identification of program:

- 1.1 Reference number: 0012
- 1.2 Program title: Master of Arts in Organizational Communication

2. Proposed change(s):

- 2.1 title:
- 2.2 admission criteria: We are dropping the GAP score requirement and adding a GPA requirement.
- 2.3 curriculum:
- 2.4 other:

3. Detailed program description:

Existing Program	Revised Program
<p><i>For students who have taken the GRE after August 2011:</i> Admission to the program requires a minimum score of 139 on the Verbal and Quantitative section of the GRE. Additionally, students must have a GAP score of at least 550 [GAP= (Overall GRE score) + (Undergraduate GPA x 100)] and a minimum score of 3.5 on the analytical writing section of the GRE.</p> <p><i>For students who have taken the GRE prior to August 2011:</i> Admission to the program requires a GAP score of at least 2200 [GAP = Overall GRE score x Undergraduate GPA] and a minimum score of 3.5 on the analytical writing section of the GRE.</p> <p>Applicants should submit the application, official transcripts, GRE scores, a writing sample from an undergraduate course, and a letter of intent to the Graduate School. The letter of intent should discuss the following:</p> <ol style="list-style-type: none"> 1. Academic and/or professional experiences. 2. Goals in pursuing graduate studies in communication. 3. Areas of interest in the communication discipline. <p>Please refer to the admission section of this</p>	<p><i>For students who have taken the GRE after August 2011:</i> Admission to the program requires a minimum score of 139 on the Verbal and Quantitative sections of the GRE and a minimum score of 3.5 on the analytical writing section of the GRE.</p> <p><i>For students who have taken the GRE prior to August 2011:</i> Admission to the program requires a minimum score of 310 on the Verbal, 380 on the Quantitative, and a 3.5 on the analytic writing section of the GRE.</p> <ul style="list-style-type: none"> • Applicants should submit: Official GRE scores • Academic writing sample from an undergraduate course • Letter of intent detailing: <ul style="list-style-type: none"> ○ academic and/or professional experiences ○ goals in pursuing graduate studies in communication ○ areas of interest in the communication discipline <p>Please refer to the admission section of this catalog for Graduate School admission requirements.</p>

catalog for Graduate School admission requirements.	
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4. **Rationale:** We feel that the GPA is a better determinant of applicant success in the program than the GAP score.

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

6. **Dates of committee approvals:**

Department	<u>10-14-15</u>
College Curriculum Committee	<u>11-5-2015</u>
Professional Education Council (if applicable)	_____
Graduate Council	<u>12-10-2015</u>
University Senate	_____

**Revise a Program
(Action)**

Date: March 19, 2015
 College: Potter College
 Department: Sociology
 Contact Person: Donielle M. Lovell
 270-706-8776
 Donielle.lovell@wku.edu

1. **Identification of program:**
 - 1.1 Reference number: #105
 - 1.2 Program title: Master of Arts: Sociology

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
Degree Requirements (34-40 hours) Thesis Option Degree Requirements (34hours) Required Core- 13 hours SOCL 505 Proseminar in Sociology SOCL 510 Qualitative Methods of Social Research SOCL 512 Sociological Theory SOCL 513 Quantitative Methods of Social Research SOCL 514 Advanced Social Statistics Electives 12 hours Chosen with approval of advisor Thesis 6 hours SOCL 599 Thesis Research Writing Research Tool 3 hours SOCL 515 Advanced Data Analysis *Alternatively, the research tool requirement for this program may be met by passing a foreign language examination that demonstrates reading proficiency in a foreign language.	Degree Requirements (34-40 hours) Thesis Option Degree Requirements (34hours) Required Core- 16 hours SOCL 505 Proseminar in Sociology SOCL 510 Qualitative Methods of Social Research SOCL 512 Sociological Theory SOCL 513 Quantitative Methods of Social Research SOCL 514 Advanced Social Statistics SOCL 561 Advanced Social Interaction: Self in Society OR SOCL 515 Advanced Data Analysis Electives 12 hours Chosen with approval of advisor Thesis 6 hours SOCL 599 Thesis Research Writing

4. Rationale:
Given the research tool is no longer a requirement for graduate programs, we are changing the Masters of Arts in Sociology curriculum to reflect the broader change in policy.

5. Proposed term for implementation: Fall 2016

6. Dates of committee approvals:

Department April 3 2015

College Curriculum Committee May 7, 2015

Professional Education Council (if applicable) _____

Graduate Council December 10, 2015

University Senate _____

Graduate Council Policy Committee Report

Members: Kristin Bailey Wilson, Steve Wells, Angie Jerome, and Carl Dick.

RE: Two policies were previously brought to the committee by Graduate School staff: Undergraduates Enrolled in Graduate Courses and Graduate Faculty Status.

Overview:

The Policy Committee report consists of two recommended revisions: (1) to the Graduate Catalog regarding undergraduates taking graduate courses; and (2) to the Faculty Handbook regarding Graduate Faculty Status. Both revisions were supported by all the members of the Policy Committee; however, the SGA representative voiced concerns about the undergraduate student enrollment policy. The Policy Committee would like to present both of the revisions to the Graduate Council for a vote. If GC supports these, the revisions will be forwarded to the Graduate School and the appropriate Senate Committee respectively.

Undergraduate Student Enrollment in Graduate Courses

Undergraduate students at Western Kentucky University may request to enroll in graduate courses by submitting an “Undergraduate Taking Graduate Courses” form to the Graduate School. Conditions for approval include:

- Having earned at least 75 undergraduate credit hours;
- And, having a minimum cumulative GPA of 3.0

Undergraduate students may accumulate a maximum of 12 graduate credits. In addition, undergraduate students are restricted to a maximum of 15 hours enrollment per term, including graduate and undergraduate credits. All graduate coursework will be on the graduate transcript. To move the coursework to the undergraduate transcript students should contact the Registrar’s office.

Graduate Council Policy Committee report from October 8 Graduate Council meeting

Issue

Faculty members teaching graduate classes have requested the ability to deny enrollment of undergraduates in their graduate classes, and the process for vetting undergraduates seeking enrollment in graduate classes is cumbersome.

Background

- a. The Graduate Catalog includes a policy on undergraduates taking graduate courses. It says that there’s an approval form; that the student needs to be taking classes in a related area; that the student needs a 3.0 gpa; and, it’s restricted to 15 grad hours per term.
- b. The approval form mentioned in the catalog does not include a signatory line for the faculty member teaching the course.

Recommendations and Discussion

- a. Change Graduate Catalog language to restrict graduate classes to undergraduates having earned at least 60 undergraduate credits; (Provost Lee recommended 75, but said he could agree to 60)
- b. Eliminate the statement about having to take the course in a related field (interdisciplinary work...);
- c. Lower the gpa restriction to 2.75 to match the admissions gpa for the Grad School; (Provost Lee prefers the higher gpa, but said he could agree to lowering it to 2.75)

In addition, the committee agreed that it would be a good idea to add the graduate instructor as a signatory to the form.

Graduate Faculty Status

Graduate Faculty: All courses offered for graduate credit at WKU must be taught by graduate faculty. Membership in the graduate faculty may be acquired through two methods. First, membership may be granted through the hiring process. The search committee chair or department head should recommend graduate faculty status at the time of hire. The College Dean will review the recommendation, (dis)approve, and forward the recommendation to the Graduate School. Second, membership may be granted to current faculty members via a recommendation by the faculty member's department head. The College Dean must review the recommendation, (dis)approved, and forward to the Graduate School.

Nominations and recommendations are based upon the general criteria of evidence of scholarly attainment, active participation in research, scholarly activities which are recognized or commended by professional organizations in the candidate's field, and willingness to direct the study of graduate students.

College deans and department heads should evaluate faculty for graduate faculty status as part of the annual review procedure in accordance with the general criteria listed above.

Graduate Council Policy Committee report from October 8 Graduate Council meeting

Issue

Currently the Graduate Council votes on members of the graduate faculty and on their placement in one of four categories (regular, associate, temporary, and adjunct). The process is laborious and duplicitous. The policy committee discussed simplifying the process.

Background

- a. Last year, Graduate Council voted to separate operating procedures of the Graduate School from the operating procedures of the Council. New operating guidelines for the Council were vetted and passed. They do not address Graduate Faculty Status. There are processes in the old operating procedures that are still being followed by the Graduate School.
- b. The Faculty Handbook policy says that the Graduate Council will vote on Graduate Faculty Status.

"IX.B...Recommendation of a faculty member for membership in the graduate faculty is initiated by the department head with the concurrences of the graduate faculty of the department. The recommendation must then be reviewed by the College Dean and forwarded to Graduate Studies. The Graduate Council reviews the applications and decides whether to appoint the applicant to the graduate faculty."

Recommendations and Discussion

- a. The Policy Committee recommends starting the process of seeking to revise the Faculty Handbook to remove the language requiring a vote of Graduate Council for graduate status. Recommended changes would make it possible to confer graduate faculty status through hiring procedures and through the Dean's offices of each College. We request that the Graduate Council discuss this issue before we begin the process.
- b. The Policy Committee views changes in the operating procedures as an information only item for Graduate Council; however, the committee agreed that eliminating the four graduate faculty appointment types will appropriately simplify the process.