WKU.

Graduate Council

Agenda—March 17, 2016
Special Time – 2:00
Academic Affairs Conference RM 239

I. Call to Order: 2:00

II. Consideration of February 11, 2016 minutes

III. Committee Reports

    a. Curriculum Committee: Report included, Discussion

    b. Student Research Grants Committee: No report included, Discussion

    c. Policy Committee: Report included, Discussion

        i. Transfer Credit (s) Policy

        ii. Graduate Council Elections

IV. Report from Dean of the Graduate School

    a. CIM: CourseLeaf Curriculum program demo – (Colette Chelf)

        http://www.leepfrog.com/courseleaf/curriculum/

V. Public Comments

VI. Announcements & Adjourn

Graduate Council Program and Curriculum Committee (GCC)

Report to the Graduate Council

Date: March 17, 2016
From: Marge Maxwell, Chair, Program and Curriculum Committee

Consent Agenda Report. The GCC submits the following consent items from its March 2, 2016 meeting for approval by the Graduate Council.

1. Delete a Course - NA

2. Create a New Course

   BIOL 561 Human Parasitology

3. Revise Course

   BA 751 Strategic Leadership
   BA 752 Leading Innovation, Creativity and Change
   BA 753 Current Topics in Organizational Behavior
   BA 754 Budgeting and Financial Decision Making

4. Revise Program – NA

5. New Certificate Program - NA

Action Item:

1. Proposal to Revise a Program

   0476 Doctor of Psychology in Applied Psychology

Ogden College of Science and Engineering
Department of Biology
Proposal to Create a New Course

Contact Person: Cheryl D. Davis, 270-745-6524, cheryl.davis@wku.edu

1. **Identification of proposed course:**

    1.1   Course prefix (subject area) and number: BIOL 561
    1.2   Course title: Human Parasitology
    1.3   Abbreviated course title: Human Parasitology
           (maximum of 30 characters or spaces)
    1.4   Credit hours: 3 Variable credit (No)
    1.5   Grade type: Standard Letter Grade
    1.6   Prerequisites/corequisites: Admission to master's program in biology
    1.7   Course description: Course will emphasize the major parasitic pathogens and
           parasitic diseases of humans through lectures, case studies, digital images, and
           discussion of scientific literature.

2. **Rationale:**

    2.1   Reason for developing the proposed course: This course will strengthen our
           course offerings in the fields of microbiology, parasitology, and human
           disease. The course will emphasize human parasitic pathogens, thus
           benefitting graduate students with medical and global health interests.
           Neglected parasitic and tropical diseases have become increasingly important
           global health issues in recent years as a consequence of our shrinking planet,
           the increased frequency and ease of global travel, changing patterns of
           immigration, and climatic change.
    2.2   Projected enrollment in the proposed course: 10-12
    2.3   Relationship of the proposed course to courses now offered by the department:
           A general parasitology course (BIOL 460/460G) with a required 4 hour lab
           component is currently offered in the Department of Biology in alternate fall
           semesters. In addition, a graduate course entitled, Host-Parasite Associations (BIOL
           523) is also offered in alternate years in the Department of Biology: in the Biol 523
           course, host-parasite systems are explored with a major focus on ecological and
           evolutionary concepts. Neither of these courses have a specific focus on human
           parasites and parasitic diseases, and neither are available for online master's students
           in biology.
    2.4   Relationship of the proposed course to courses offered in other departments:
           There are no parasitology courses offered in other departments at Western
           Kentucky University.

2.5   Relationship of the proposed course to courses offered in other institutions: Many universities across the country offer graduate coursework in human parasitology, neglected tropical diseases, and in medical parasitology. A few examples include: Ohio University – BIOS 5410 Parasitology (Human), BIOS 5440 Tropical Disease Biology; University of Southern Mississippi – BSC 510 – Human Parasitology; University of North Carolina at Charlotte – BIOL 5233 Parasitology; University of Pennsylvania – CAMB 549: Parasitology and Parasitism; University of Georgia - MIBO/PBHL/IDIS/BHSI 8260**: Global Perspectives on Tropical and Emerging Infectious Diseases,** CBIO 4500/6500, CBIO 4500L/6500L: Medical Parasitology

3. **Discussion of proposed course:**

   3.1   Schedule type: L
   3.2   Learning Outcomes: Upon successful completion of this course, students should be able to:
   1) Understand and appreciate the biological complexity of human parasitic pathogens and their impact on global health.
   2) Describe life cycles and transmission dynamics of the major human parasitic pathogens.
   3) Explain important principles and concepts pertaining to the morphology, physiology, immunology, pathology, and ecology of human parasites and parasitic diseases.
   4) Use their knowledge and experience to solve case studies relating to human parasitic diseases.

   5) Critically evaluate scientific literature in the field of parasitology.

   3.3   Content outline:
   Introduction to Human Parasitology
   Kinetoplastid Parasites of Humans
   Other Flagellated Parasites of Humans
   Pathogenic Ameba of Humans
   Apicomplexan Parasites of Humans
   Digenetic Trematode Parasites of Humans
   Cestode Parasites of Humans
   Nematode Parasites of Humans
   Ectoparasites of Humans

   3.4   Student expectations and requirements:
   Exams and quizzes
   Case Study Assignments
   Textbook reading assignments and assigned readings from the scientific literature
   Discussion assignments and writing assignments

3.5   Tentative texts and course materials:
Human Parasitology, Fourth Edition (by Burton Bogitsh, Clint Carter, and Tom Oeltmann
Assigned readings from the scientific literature as well as from other authoritative sources.

4. Resources:

4.1   Library resources: N/A
4.2   Computer resources: N/A

5. Budget implications:

5.1   Proposed method of staffing: Current Faculty
5.2   Special equipment needed: N/A
5.3   Expendable materials needed: N/A
5.4   Laboratory materials needed: N/A

6. Proposed term for implementation: Fall 2016

7. Dates of prior committee approvals:

Biology Department	1/25/2016
College Graduate Curriculum Committee	2/10/2016
Graduate Council	3/17/2016
University Senate	

Human Parasitology: Biology 561

Instructor: Dr. Cheryl D. Davis

Office: TCCW 349

Office Hours: By appointment

Email: cheryl.davis@wku.edu

Meeting Location	Biology
Meeting Time	TBA / Online
Prerequisites	Graduate Status
Course Description	This course will emphasize the major parasitic pathogens and parasitic diseases of humans through lectures, case studies, digital images, reading assignments and discussion of scientific literature. Intended for students participating in the master's program in biology.
Text & Other Readings	Human Parasitology, Fourth Edition (by Burton Bogitsh, Clint Carter, and Tom Oeltmann. <u>Use of Text</u>: Assigned reading from the textbook will be a course requirement and material covered in the text will be represented on exams. There will also be assigned readings from the scientific literature as well as from other authoritative sources.

Course Objectives: Students will

1) Be exposed to major findings, theories, and concepts in the field of human parasitology as well as in the major sub-disciplines driving contemporary research in the field.

2) Gain experience working in small groups to discuss and solve relevant clinical case studies.

3) Read, discuss and evaluate scientific literature in the field of human parasitology.

Learning Outcomes: Upon successful completion of this course, students should be able to

1) Understand and appreciate the biological complexity of human parasitic pathogens and their impact on global health.

2) Describe life cycles and transmission dynamics of the major human parasitic pathogens.

3) Explain important principles and concepts pertaining to the morphology, physiology,

immunology, pathology, and ecology of human parasites and parasitic diseases.

4) Use their knowledge and experience to solve case studies relating to human parasitic diseases.

5) Critically evaluate scientific literature in the field of parasitology.

Grading: 90.0 to 100% A; 80.0 to 89.9% B; 70.0 to 79.9% C; 60.0 to 69.9% D; <60.0% F

Exams and Quizzes	(450 points)
Case Studies	(100 points)
Assignments/Discussions/Evaluations	(100 points)
Total	(650 points)

Course Information & Policies

Academic Honesty	Academic dishonesty in any form will not be tolerated – violators will be reported to Judicial Affairs and the minimum penalty will be a grade of zero for the exam or assignment. Be advised that student work may be checked using plagiarism detection software.
Engagement	Success in this course depends upon regular attendance, participation, and full engagement in all activities.

Civility	Students are expected to abide by the Code of Student Conduct http://wku.edu/judicialaffairs/?page_id=70
Disability	Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the: Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.
Missed exams or Assignments	Missed exams or assignments will be recorded as a grade of zero unless there is a documented emergency. If a case of documented emergency, the instructor will decide on makeup work on a case-by-case basis.
The Learning Center	The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC (located at DSU 2141) helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. See website for hours and resources: http://www.wku.edu/tlc/
Withdrawal Schedules	See Academic Calendar for Fall 2016 session http://www.wku.edu/registrar/academic_calendars/

COURSE TOPICS:

Introduction to Human Parasitology

Kinetoplastid Parasites of Humans

Other Flagellated Parasites of Humans

Pathogenic Ameba of Humans

Apicomplexan Parasites of Humans

Digenetic Trematode Parasites of Humans

Cestode Parasites of Humans

Nematode Parasites of Humans

Ectoparasites of Humans

Date: 12/8/2015

College, Department: Gordon Ford College of Business, Graduate Studies

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, 745-6581

1. **Identification of course**
   1.8   Course prefix (subject area) and number: BA 751
   1.9   Course title: Strategic Leadership

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 Educational Leadership Doctoral Program
   2.6   corequisites: <u>Remove</u> current corequisite – there should be none.
   2.7   course description:
   2.8   other:

3. **Rationale for revision of course:**   The program has found that the corequisite is
   not important for this course.

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

5. **Dates of committee approvals:**

   Department   **12/9/15**

   College Curriculum Committee   **12/9/15**

   Professional Education Council (if applicable)

   Graduate Council   3/17/2016

   University Senate

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

Gordon Ford College of Business
Business Administration
Proposal to Revise Course Prerequisites/Corequisites

Date: 12/8/2015

College, Department: Gordon Ford College of Business, Graduate Studies

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, 745-6581

6. Identification of course
- 1.10   Course prefix (subject area) and number: BA 752
- 1.11   Course title: Leading Innovation, Creativity and Change

7. Proposed change(s):
- 7.1   course number:
- 7.2   course title:
- 7.3   credit hours:
- 7.4   grade type:
- 7.5   prerequisites: Admission to Educational Leadership Doctoral Program
- 7.6   corequisites: <u>Remove</u> current corequisite – there should be none.
- 7.7   course description:
- 7.8   other:

8. Rationale for revision of course: The program has found that the corequisite is not important for this course.

9. Term of implementation: Fall 2016

10. Dates of committee approvals:

Department	**12/9/15**
College Curriculum Committee	**12/9/15**
Professional Education Council (if applicable)	
Graduate Council	3/17/2016
University Senate	

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

Gordon Ford College of Business
Business Administration
Proposal to Revise Course Prerequisites/Corequisites

Date: 12/8/2015

College, Department: Gordon Ford College of Business, Graduate Studies

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, 745-6581

11. Identification of course
- 1.12   Course prefix (subject area) and number: BA 753
- 1.13   Course title: Current Topics in Organizational Behavior

12. Proposed change(s):
- 12.1   course number:
- 12.2   course title:
- 12.3   credit hours:
- 12.4   grade type:
- 12.5   prerequisites: Admission to Educational Leadership Doctoral Program
- 12.6   corequisites: <u>Remove</u> current corequisite – there should be none.
- 12.7   course description:
- 12.8   other:

13. Rationale for revision of course: The program has found that the corequisite is not important for this course.

14. Term of implementation: Fall 2016

15. Dates of committee approvals:

Department	**12/9/15**
College Curriculum Committee	**12/9/15**
Professional Education Council (if applicable)	
Graduate Council	3/17/2016
University Senate	

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

Gordon Ford College of Business
Business Administration
Proposal to Revise Course Prerequisites/Corequisites

Date: 12/8/2015

College, Department: Gordon Ford College of Business, Graduate Studies

Contact Person: Dr. Bob Hatfield, bob.hatfield@wku.edu, 745-6581

16. Identification of course
  1.14   Course prefix (subject area) and number: BA 754
  1.15   Course title: Budgeting and Financial Decision Making

17. Proposed change(s):
  17.1   course number:
  17.2   course title:
  17.3   credit hours:
  17.4   grade type:
  17.5   prerequisites: Admission to Educational Leadership Doctoral Program
  17.6   corequisites: Remove current corequisite – there should be none.
  17.7   course description:
  17.8   other:

18. Rationale for revision of course: The program has found that the corequisite is not important for this course.

19. Term of implementation: Fall 2016

20. Dates of committee approvals:

Department	**12/9/15**
College Curriculum Committee	**12/9/15**
Professional Education Council (if applicable)	
Graduate Council	3/17/2016
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 Program
(Action)

Date: 9/21/2015
College: College of Education and Behavioral Sciences
Department: Psychology
Contact Person: Rick Grieve
                   5-4417
                   rick.grieve@wku.edu

1. **Identification of program:**
   1.16   Reference number: 0476
   1.17   Program title: Doctor of Psychology in Applied Psychology

2. **Proposed change(s):**
   2.1   ☐ title:
   2.2   ☐ admission criteria:
   2.3   ☒ curriculum:
   - Removed PSYS classes as that department was not comfortable with us offering them as options.
   - Fixed Statistics/Research Design section in the core to better conform with the APA recommendations to obtain accreditation.
   - Tightened up the Therapy section in the Clinical concentration to better conform with the APA recommendations to obtain accreditation.
   - Corrected listing problems with the Therapies and Interventions with Children specialty area to include the correct identification for courses.
   - Corrected specialty area in Educational Leadership to reflect the replacement of one course by another.

   2.4   ☐ other:

3. **Detailed program description:**

Existing Program	Revised Program
The Doctor of Psychology in Applied Psychology provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world. The Psy.D. in Applied Psychology prepares students to: • Function as competent practitioner/scholars, skilled in developing, implementing, and evaluating evidence-	The Doctor of Psychology in Applied Psychology provides knowledge and skills for its graduates to become effective change agents within educational and education-related environments. The program is designed to prepare scholarly practitioners whose program content and experiences emphasize application to the real world. The Psy.D. in Applied Psychology prepares students to: • Function as competent practitioner/scholars, skilled in developing, implementing, and evaluating evidence-

based practices, particularly for rural and other under-served populations, in their chosen area of concentration;

 • Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and

 • Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

Program Admission

Admission to the doctoral program requires the applicant to have either a master's degree in Clinical Psychology or related field or a specialist-level degree in School Psychology. Applicants with graduate degrees from closely related fields may be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Program admission is based on a comprehensive evaluation of a candidate's application file and an interview. The application file must include:

1. GRE scores (or equivalent) evidencing minimum scores of 145 Verbal, 145 Quantitative, and 4.0 Analytic Writing. In lieu of the GRE scores, applicants can submit a portfolio that includes evidence of at least five years successful practice in the field and evidence of managerial/supervision experience or superlative practice
2. Graduate transcript(s) evidencing a minimum graduate grade point average (GPA) of 3.50 and undergraduate transcripts verifying undergraduate degree(s)
3. Three letters of recommendation from professionals in a position to evaluate the applicant's potential for success in a doctoral program.
4. Personal statement describing professional interests, expectations from the doctoral program, and career goals.
5. Resume or curriculum vita.

6. Psychology Department application form 7. Graduate School application form International students are encouraged to apply and must meet two additional requirements. They must submit evidence of the ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version). Evidence of adequate financial resources is also required. In addition to the application materials, interviews will be held with all viable candidates based on review of the application file. The purpose of the interview is to ascertain the applicant's fit with the program's goals and objectives and with their intended career paths (APA, 2013). In addition, the interview serves to inform potential students of the Doctor of Applied Psychology program's mission, goals, curriculum and expectations for students. Applicants with graduate degrees from closely related fields and international students will be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Foundation coursework in clinical and school psychology programs provides the basis for understanding human behavior and consists of courses in the areas of social psychology, physiological psychology, developmental psychology, cognition/learning, and diversity/multicultural awareness. Applicants with degrees in clinical or school psychology will also have their transcripts reviewed for these foundation coursework due to variability in training across programs and universities. Because some students may lack coursework in the foundational areas of psychology, assessment of applicants' previous graduate coursework will be important to help them be successful in the program and to be eligible for licensure upon graduation. Students will be informed of any deficiencies upon program entry when they will sign a curriculum contract identifying deficiencies in the foundational	6. Psychology Department application form 7. Graduate School application form International students are encouraged to apply and must meet two additional requirements. They must submit evidence of the ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version). Evidence of adequate financial resources is also required. In addition to the application materials, interviews will be held with all viable candidates based on review of the application file. The purpose of the interview is to ascertain the applicant's fit with the program's goals and objectives and with their intended career paths (APA, 2013). In addition, the interview serves to inform potential students of the Doctor of Applied Psychology program's mission, goals, curriculum and expectations for students. Applicants with graduate degrees from closely related fields and international students will be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Foundation coursework in clinical and school psychology programs provides the basis for understanding human behavior and consists of courses in the areas of social psychology, physiological psychology, developmental psychology, cognition/learning, and diversity/multicultural awareness. Applicants with degrees in clinical or school psychology will also have their transcripts reviewed for these foundation coursework due to variability in training across programs and universities. Because some students may lack coursework in the foundational areas of psychology, assessment of applicants' previous graduate coursework will be important to help them be successful in the program and to be eligible for licensure upon graduation. Students will be informed of any deficiencies upon program entry when

areas of psychology that will need to be completed. Consistent with university policy, any identified deficiencies will need to be remediated prior to admission to candidacy and any courses taken as remediation for deficiencies may not be counted in the 48 hours required for the Psy.D. degree. All applicants must also submit an affidavit affirming that they have not been convicted or charged with a felony crime or an ethical violation. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Individuals evidencing a history of felony conviction are not eligible for licensure in Kentucky as a psychologist. Further, training programs have an ethical obligation to disclose the inability to obtain licensure at program entry. Thus, a history of felony conviction will preclude applicants from being accepted into the Doctor of Applied Psychology program. Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements	they will sign a curriculum contract identifying deficiencies in the foundational areas of psychology that will need to be completed. Consistent with university policy, any identified deficiencies will need to be remediated prior to admission to candidacy and any courses taken as remediation for deficiencies may not be counted in the 48 hours required for the Psy.D. degree. All applicants must also submit an affidavit affirming that they have not been convicted or charged with a felony crime or an ethical violation. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Individuals evidencing a history of felony conviction are not eligible for licensure in Kentucky as a psychologist. Further, training programs have an ethical obligation to disclose the inability to obtain licensure at program entry. Thus, a history of felony conviction will preclude applicants from being accepted into the Doctor of Applied Psychology program. Please refer to the admission section (p. 11) of this catalog for Graduate School admission requirements
CURRENT PROGRAM	**PROPOSED PROGRAM**
Program Requirements (48 hours) The program consists of 48 hours beyond a master's or other graduate degree. The program includes 27 hours of core coursework and a choice of two specializations, Clinical Psychology and School Psychology, consisting of an additional 21 hours each. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must pass a qualifying exam that includes questions related to program core and specialization	Program Requirements (48 hours) The program consists of 48 hours beyond a master's or other graduate degree. The program includes 27 hours of core coursework and a choice of two specializations, Clinical Psychology and School Psychology, consisting of an additional 21 hours each. Each student's academic background and professional experiences will be assessed at the time of admission, and students may be allowed to count up to 12 hours of previously-completed graduate-level course work toward program requirements. To complete the program, students must pass a qualifying exam that includes questions related to program core and specialization

outcomes, and propose, complete, and successfully defend a dissertation. \	outcomes, and propose, complete, and successfully defend a dissertation. \
Core Courses	*Core Courses* **(3 hours)**
Statistics/Research Methods	Statistics/Research Methods (3 hours)
Select one of the following ~~or equivalent course:~~ ~~EDLD 712 Research Methods and Design for Educational Leaders~~ 3 ~~EDLD 722 Measurement and Survey~~ 3 ~~Methods for Educational Leaders~~ 3 ~~PSYS 510 Advanced Research Methods in Psychology~~ 3 ~~PSY 505 Statistical Software for Behavioral Scientists~~ 3 ~~PSYS 512 Analysis of Variance~~ 3 ~~PSYS 513 Correlation and Regression Analysis~~ 3 ~~PSYS 518 Statistics and Psychometric Theory~~ 3 ~~SWRK 540 Foundations of Social Work Research~~ 3 ~~SWRK 640 Applied Social Work Research~~ 3	Select one of the following: **EDFN 500 Research Methods** **EDFN 501 Educational Statistics** **EDFN 740 – Intermediate Statistics and Design** **EDFN 744 Advanced Research Seminar**
History and Systems	History and Systems **(3 hours)**
PSY 701: History and Systems of Applied Psychology 3	PSY 701: History and Systems of Applied Psychology
Psychopharmacology	Psychopharmacology **(3 hours)**
PSY 751: Clinical Psychopharmacology 3	PSY 751: Clinical Psychopharmacology,
Family Systems	Family Systems **(3 hours)**
~~Students select one of the following courses or equivalent. Course:~~	**Select one of the following**
CNS 588: Family Systems Counseling 3 ~~Or~~ PSY 741: Family Systems in Therapy 3	CNS 588: Family Systems Counseling PSY 741: Family Systems in Therapy
Basic Supervision	Basic Supervision **(3 hours)**
PSY 777: Foundations of Supervision 3	PSY 777: Foundations of Supervision,

Dissertation	Dissertation **(6 hours)**
PSY 799: Dissertation in Psychology 3	PSY 799: Dissertation in Psychology
Internship	Internship **(6 hours)**
PSY 895: Pre-Doctoral Internship 6	PSY 895: Pre-Doctoral Internship
Clinical Concentration	*Clinical Concentration* **(21 hours)**
Psychotherapy	Psychotherapy **(6 hours)**
~~Select two of the following:~~ ~~CNS 554: Group Counseling 3~~ ~~CNS 558: Counseling Theories 3~~ ~~CNS 559: Techniques of Counseling 3~~ ~~CNS 561: Counseling Children 3~~ ~~CNS 562: Counseling Adolescents 3~~ ~~CNS 569: Play Therapy 3~~ ~~CNS 582: Sex Therapy Techniques in Counseling 3~~ ~~CNS 583: Couples Counseling 3~~ ~~CNS 653: Brief Counseling 3~~ ~~PSY 641/PSYS 641: Theories of Psychotherapy 3~~ PSY 642: Clinical Interviewing and Psychotherapy 3 ~~PSY 662: Practicum in Psychotherapy~~ ~~SWRK 620: Advanced Psycho-Social Approaches for Rural Practice~~ ~~SWRK 675: Expressive Therapies~~	PSY 642: Clinical Interviewing and Psychotherapy **PSY 862: Advanced Interventions in Psychotherapy**
Assessment	Assessment **(3 hours)**
Select one of the following~~, or equivalent course~~:	Select one of the following,:
CNS 552: Testing and Assessment in Counseling 3 CNS 567: Mental Health Diagnosis and Treatment in Counseling 3 CNS 654: Educational and Intellectual Analysis of Children and Adults 3 PSY 560: Cognitive/Intellectual Assessment 3 PSY 561: Advanced Assessment in Educational Settings 3 PSY 562: Practicum in Psychological Assessment 3	CNS 552: Testing and Assessment in Counseling CNS 567: Mental Health Diagnosis and Treatment in Counseling CNS 654: Educational and Intellectual Analysis of Children and Adults PSY 560: Cognitive/Intellectual Assessment PSY 561: Advanced Assessment in Educational Settings PSY 562: Practicum in Psychological Assessment

PSY 643: Educational Assessment and Intervention ~~3~~ PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning ~~3~~ PSY 660: Personality and Socio-emotional Assessment ~~3~~ PSY 766: Assessment of Autism Spectrum Disorders ~~3~~ SWRK 623: Advanced Social Work Clinical Assessment and Intervention ~~3~~	PSY 643: Educational Assessment and Intervention PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning PSY 660: Personality and Socio-emotional Assessment PSY 766: Assessment of Autism Spectrum Disorders SWRK 623: Advanced Social Work Clinical Assessment and Intervention
<u>Developmental Psychology</u> Select one of the following, ~~or equivalent course:~~ ADED 611: Adult Development and Learning ~~3~~ CNS 557: Human and Family Development in Counseling ~~3~~ ~~PSYS 521: Advanced Child Developmental Psychology~~ ~~3~~	<u>Developmental Psychology **(3 hours)**</u> Select one of the following: ADED 611: Adult Development and Learning CNS 557: Human and Family Development in Counseling
<u>Applied Clinical Practice (3 hours)</u> PSY 801: The Profession of Clinical Psychology ~~3~~	<u>Applied Clinical Practice **(3 hours)**</u> PSY 801: The Profession of Clinical Psychology
<u>Advanced Supervision</u> PSY 877: Advanced Clinical Supervision ~~3~~	<u>Advanced Supervision **(3 hours)**</u> PSY 877: Advanced Clinical Supervision
<u>Practicum</u> PSY 791: Advanced Psychology Practice ~~3~~ Total Hours 21	<u>Practicum **(3 hours)**</u> PSY 791: Advanced Psychology Practice, **Total Hours 21**
School Psychology Concentration	*School Psychology Concentration (**21 hours**)*
<u>Seminar in School Psychology</u> PSY 785: Doctoral Seminar in School Psychology ~~3~~	<u>Seminar in School Psychology **(3 hours)**</u> PSY 785: Doctoral Seminar in School Psychology

Psychological Interventions	Psychological Interventions **(3 hours)**
PSY 792: Advanced Practicum in Intervention 3̶	PSY 792: Advanced Practicum in Intervention
Psychopathology (3 hours)	Psychopathology **(3 hours)**
PSY/P̶S̶Y̶S̶ 640: Psychopathology 3̶	**PSY 640: Psychopathology**
Diversity	Diversity **(3 hours)**
PSY 520: Individual Differences and Diversity	PSY 520: Individual Differences and Diversity
Specializations i̶n̶ ̶S̶c̶h̶o̶o̶l̶ ̶P̶s̶y̶c̶h̶o̶l̶o̶g̶y̶	Specialization Options **in School Psychology**
Students will complete 9 hours in one of three specializations:	Students will complete 9 hours in one of three specializations:
Therapies and Interventions with Children	*Therapies and Interventions with Children* **(9 hours)**
CNS 569: Play Therapy C̶N̶S̶ ̶6̶6̶9̶:̶ Advanced Play Therapy	CNS 569: Play Therapy **CNS 611**: Advanced Play Therapy
O̶n̶e̶ ̶o̶f̶ ̶t̶h̶e̶ ̶f̶o̶l̶l̶o̶w̶i̶n̶g̶ ̶c̶o̶u̶r̶s̶e̶s̶	
C̶N̶S̶ ̶6̶6̶9̶:̶ Expressive Arts in Counseling C̶N̶S̶ ̶6̶6̶9̶:̶ Sandtray Techniques in Counseling T̶o̶t̶a̶l̶ ̶H̶o̶u̶r̶s̶ 9̶	**One of the following**: **CNS 612**: Expressive Arts in Counseling **CNS 613**: Sandtray Techniques in Counseling
Autism Spectrum Disorders	*Autism Spectrum Disorders* **(9 hours)**
PSY 766: Assessment of Autism Spectrum Disorders	PSY 766: Assessment of Autism Spectrum Disorders
SPED 610: Characteristics of Autism Spectrum Disorders	SPED 610: Characteristics of Autism Spectrum Disorders **and Pervasive Developmental Delays**
SPED 618: Social Skills Instruction and Behavioral Programming for Students with A̶u̶t̶i̶s̶m̶ ̶S̶p̶e̶c̶t̶r̶u̶m̶ ̶D̶i̶s̶o̶r̶d̶e̶r̶s̶ T̶o̶t̶a̶l̶ ̶H̶o̶u̶r̶s̶ 9̶	SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD

Educational Leadership	Educational Leadership (9 hours)
Select three of the following, or equivalent courses:	Select three of the following, or equivalent courses:
EDAD 620: Seminar in Administration of Special Education EDAD 630: Special Education Law and Finance ~~EDAD 640: Introduction to School Leadership~~ EDAD 659: Strategic Planning in Education EDAD 677: Legal Issues for Professional Educators EDAD 684: Instructional Leadership ~~Total Hours 9~~	EDAD 585: Fundamentals of School Administration EDAD 620: Seminar in Administration of Special Education EDAD 630: Special Education Law and Finance EDAD 640: Introduction to School Leadership EDAD 659: Strategic Planning in Education EDAD 677: Legal Issues for Professional Educators EDAD 684: Instructional Leadership

4. **Rationale:**

- After attending an accreditation workshop with the American Psychological Association Council of Accreditation, it was suggested that the program streamline offerings in some of the areas in order to assure that students are all receiving the same learning experiences and achieving the same learning outcomes.
- In the same vein, the Statistics/Research Method section of the core has been revised to provide fewer course options in order to ensure that all students are receiving the same educational experience.
- The School Psychology Concentration Specialization of Therapies and Interventions with Children initially included courses that were in the process of being created and, thus, had temporary identification numbers associated with them. Those courses are currently in the approval process, but the corrected numbers have been associated with them. The Educational Leadership Concentration now includes a change in courses made by the other department where EDAD 585 has replaced the EDAD 640 course.

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

6. **Dates of committee approvals:**

Department	**11/20/2015**
College Curriculum Committee	**2/2/2016**
Professional Education Council (if applicable)	**n/a**
Graduate Council	3/17/2016
University Senate	

Academic Policy – Create New or Revise
(Action Item)

Department: The Graduate School
Contact Person: Eric Reed, eric.reed@wku.edu , 5-2446

1.   **Policy Name:** Transfer Credit(s) Policy (and revision to associated catalog edits)

2.   **Description:**

 2.1   New (or existing):
Transfer Credit(s)
WKU accepts transfer credit(s) earned at regionally accredited institutions of higher education. Students transferring credit from an international institution must submit an official transcript evaluation of credit from an international credential evaluation service recognized by the National Association of Credential Evaluation Services (NACES) before equivalencies are determined. All transfer coursework must be documented on an official transcript with a grade of "B" or better. Application of transfer credits toward program is subject to approval by the appropriate academic department.

Plus and minus grades are recorded as the letter grade only. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. At least one-half of credits applied toward degree or certificate requirements must be earned at Western Kentucky University.

Catalog revisions associated with Transfer Credit(s) Policy:
Program of Study
All graduate degree and certificate seeking students must submit a planned program of study to the Graduate School for final approval. The program of study serves as a contract between the student and the University and defines the minimum requirements for the degree or certificate. The program of study is developed jointly by the graduate advisor and the student.

Students in graduate education programs which lead to teacher certification must have their programs of study approved by the WKU Educator Certification Officer prior to submission to the Graduate School.

A maximum of 12 hours of graduate course work may be duplicated on one additional graduate degree.

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A maximum of 12 hours of graduate course work may be duplicated on one additional graduate degree.

3. **Rationale for proposed policy:** The proposed policy revision eliminates counting WKU coursework as *transfer* coursework and clarifies transfer coursework as that which was earned at another institution. Applying coursework to a student's program of study that was earned at WKU prior to admission in a program, or earned while pursuing another program, will be at the discretion of the faculty advisor as shown on the student's Program of Study.
4. **Impact on existing academic or non-academic policies:**
    4.1   Impact on policies: None
    4.2   Impact on populations affected: All graduate programs impacted as described in #3.
5. **Term of implementation:** 201610
6. **Dates of committee approvals:**

Graduate Council Policy Committee (if applicable)

Graduate Council   3/17/2016

University Senate