

Western Kentucky University
Office of the Dean
745-2446

REPORT TO THE UNIVERSITY SENATE

DATE: September 2011

FROM: Graduate Studies and Research

The Graduate Council submits the following items for consideration. Items marked with an asterisks [*] are information items. All other items are consent items:

I. Temporary Course

EDLD 712 Research Methods and Design for Educational Leaders (May 12, 2011)*

BIOL 545 Animal Communication (May 12, 2011)*

BIOL 579 Mechanistic Toxicology*

II. Create a Course

EDLD 712 Research Methods and Design for Educational Leaders (May 12, 2011)

GEOS 559 Hydrological Fluid Dynamics (May 12, 2011)

GEOS 566 Karst Geoscience (May 12, 2011)

ACCT 401G Business Combinations and Related Topics (June 9, 2011)

ACCT 420G Governmental and Not For Profit Accounting (June 9, 2011)

ACCT 431G Federal Taxation – Business Entities (June 9, 2011)

PSY 504 Advanced Research Methods in Psychology (June 9, 2011)

PSY 512 Seminar in Experimental Design (June 9, 2011)

ADED 600 Maintaining Matriculation (June 9, 2011)

III. Delete a Course

GERM 432G History of German Language (May 12, 2011)

IV. Revise Course Grading System

EDLD 798 Internship in Administration & Supervision (May 12, 2011)

V. Multiple Revisions to a Course

CNS 590 Practicum (June 9, 2011)

CNS 591 Mental Health Counseling/Marriage & Family Therapy Practicum (June 9, 2011)

CNS 595 Internship (June 9, 2011)

CNS 596 Mental Health Counseling/Marriage & Family Therapy Internship (June 9, 2011)

VI. Revise a Program

Master of Science in Communication Disorders, Ref.# 114 (June 9, 2011)

Master of Arts in Psychology, Ref. #092 (June 9, 2011)

MAE School Counseling, Ref. #046 (June 9, 2011)

VII. Revise a Certificate

Post Masters Certificate: Primary Care Nurse, Ref. #176 (June 9, 2011)

VIII. Create Certificate
Adult Education (June 9, 2011)

IX. Revise an Academic Policy
International Student Admission Requirements

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

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of proposed course

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

2. Rationale

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

3. Description of proposed course

- 3.1 Course content outline: Topics will include the following:
 - Identification of the "State of the Art"
 - Advancing the Field
 - Problem Formation in Research
 - Linking Problems to Literature Reviews
 - Human Subjects Procedures and Ethical Issues
 - Design and Development of Instruments

- Survey Design and Administration
- Methods for Quantitative Studies
- Research Design in Quantitative Studies
- Methods for Qualitative Studies
- Research Design in Qualitative Studies
- Reporting Results
- Historical Research Design
- Interpretation and Discussion of Results
- The Publication Sequence

3.2 Tentative text(s):

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 4.1 Reason for offering this course a second time on a temporary basis: The proposal for a permanent course will not make it through the university approval process before registration for the fall semester.
- 4.2 Term course was first offered: summer 2011
- 4.3 Enrollment in first offering: 15

5. Term of Implementation: Fall 2011

6. Dates of review/approvals:

| | |
|--|-----------------------------|
| EDD Leadership Council | <u>3-4-2011</u> |
| Educational Administration, Leadership, & Research | <u>3-22-2011</u> |
| CEBS Dean | <u>4-01-2011</u> |
| Graduate Council | <u>5-12-11</u> |
| Provost | <u> </u> |

Attachment: Course Inventory Form

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

Contact Person: Steve Miller, steve.miller@wku.edu, 745-4890

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: The proposed course will replace the current EDLD 711- Methodology in Leadership Research course. Having now worked with several students through the research and dissertation process and having also articulated research standards for the EdD program, the faculty have a clearer idea of what sequence of content and skills EdD students need to be successful in conducting research. Faculty have determined that EDLD 711 focuses too early and too heavily on developing research critiques and the first chapters of the dissertation. The new course will instead focus on research methods. In particular, the course will build on students' knowledge and understanding of research formats including quantitative and qualitative designs. Principles of survey design and administration will also be covered. Although students will become familiar with the procedures/techniques of literature reviews, the projects conducted will not be tied directly to their dissertation topic. Because the faculty plan to make similar changes to the scope and sequence of the later EDLD research courses (721 and 731), it makes more sense to develop a new course rather than modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 711.
- 2.2 Projected enrollment in the proposed course: 20 students per offering. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 711 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: The EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods, an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses.

However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to the proposed course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

Eastern Kentucky University

EDL 810 – Introduction to Quantitative Research Methods

Morehead State University

EDD 810 – Understanding and Conducting Research: Effective Schools This course provides advanced study on quality of applied educational research and the development and application of effective educational research designs aimed at eliminating barriers to student learning.

Northern Kentucky University

EDD 810 – An Introduction to Action Research and Descriptive Statistics

Learning associates will be introduced to the process of dissertation action research including the development of a three-chapter proposal that may become the focus of their research. Learning associates will develop skills to critique their research literature as well as strategies for developing research ideas. Learning associates will focus on developing an understanding about and how to apply descriptive statistics. Topics include measures of central tendency, measures of dispersion, and graphical summaries.

California State University – Long Beach

EDLD 730 – Educational Research Epistemologies and Methodologies

In-depth exploration of epistemological underpinnings of educational research, qualitative and quantitative studies, and emergent research methodologies pertinent to educational practice and policy.

Clemson University

EDL 911 – Systematic Inquiry in Education Leadership

Spans multiple epistemologies including qualitative and quantitative designs

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:

- Formulate research topics that relate to problems in the context of specific settings and connect to an appropriate content knowledge base.
- Determine an appropriate research design based on the context and populations that constitute a problem, including the identification of a possible database.
- Formulate research questions that relate to gaps in the current state of the art for a given knowledge base.
- Formulate research questions that guide the collection of data vis-à-vis the identified problem/purpose of the study.
- Incorporate quantitative and/or qualitative methods into design, and then synthesize data sources using mixed methods if necessary.
- Create and disseminate survey instruments consistent with accepted professional protocols.
- Recognize explicitly possible threats to validity or credibility of research and address them to the extent possible.
- Access information and published research from library and on-line sources to perform literature reviews and support data analysis.
- Write a literature narrative that synthesizes past research about a defined topic and highlights gaps in the existing body of theoretical and practical knowledge.

- 3.2 Content outline: Topics will include the following:
- Identification of the “State of the Art”
 - Advancing the Field
 - Problem Formation in Research
 - Linking Problems to Literature Reviews
 - Design and Development of Instruments
 - Survey Design and Administration
 - Methods for Quantitative Studies
 - Research Design in Quantitative Studies
 - Methods for Qualitative Studies
 - Research Design in Qualitative Studies
 - Reporting Results
 - Historical Research Design
 - Interpretation and Discussion of Results
 - The Publication Sequence
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be expected to apply class discussion topics to exercises. Students may make oral presentations in addition to written assignments. Examinations and quizzes may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:

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

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

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

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

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

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

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

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

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

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

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

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

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

| | |
|--|-----------------------------|
| EDD Leadership Council | <u>3-4-2011</u> |
| Educational Administration, Leadership, & Research | <u>3-22-2011</u> |
| CEBS Curriculum Committee | <u>4-5-2011</u> |
| Professional Education Council | <u>4-13-2011</u> |
| Graduate Council | <u>5-12-11</u> |
| University Senate | <u> </u> |

Attachments: Library Resources Form, Course Inventory Form

**Ogden College
Department of Geography and Geology
Proposal to Create a New Course
(Action Item)**

Contact Person: Chris Groves, chris.groves@wku.edu, 745-5974

1. Identification of proposed course:
 - 1.1 Course prefix (subject area) and number: GEOS 559
 - 1.2 Course title: Hydrological Fluid Dynamics
 - 1.3 Abbreviated course title: Hydrological Fluid Dynamics
 - 1.4 Credit hours and contact hours: 3
 - 1.5 Type of course: L (Lecture)
 - 1.6 Prerequisites: GEOG or GEOL 310; and MATH 136 (or equivalent) with a grade of C or better
 - 1.7 Course catalog listing: Focus on how fluids respond to the application of forces and their impact on the movement of natural waters within the context of the hydrologic cycle. (Field trips required.)
2. Rationale:
 - 2.1 Reason for developing the proposed course: Hydrology is by its very nature a quantitative science. This course introduces key fluid dynamics and hydrology concepts in mathematical framework and will also provide an opportunity to strengthen the quantitative problem solving experience of students by having applied and relevant applications of calculus.
 - 2.2 Projected enrollment in the proposed course: 10 students per offered semester.
 - 2.3 Relationship of the proposed course to courses now offered by the department: No similar graduate-level course is offered. Will complement courses offered in physical geography and in the summer Karst Field Studies program.
 - 2.4 Relationship of the proposed course to courses offered in other departments: Hydrology courses are offered in Engineering and water resource courses are offered in Public Health, but they are not geologically based.
 - 2.5 Relationship of the proposed course to courses offered in other institutions: Calculus-based hydrology courses are offered at a number of universities in the US and internationally, including the University of Kentucky within the state.
3. Discussion of proposed course:
 - 3.3 Course objectives:
 - Students will develop an understanding of the hydrologic cycle, and elements/properties of cycles such as reservoirs, fluxes, and residence times
 - Students will develop an understanding of principles of fluid dynamics and use this understanding to develop quantitative, predictive capabilities in understanding dynamics of water in the atmosphere, surface, and underground
 - Students will gain increased experience and comfort with mathematical concepts and how they are used to describe natural processes
 - Students will gain experience in hydrologic field methods including measurement of discharge and hydrochemical parameters, including exposure to electronic data logging
 - 3.4 Content outline:

- The science of hydrology.
- Mathematical backgrounds.
- Land-atmosphere interactions.
- Principles of fluid dynamics.
- Open channel hydraulics.
- Catchment hydrology.
- Groundwater hydraulics.
- Groundwater hydrology.
- Water in the unsaturated zone.

3.5 Student expectations and requirements: This course includes several written quizzes and exams, field project write-ups, homework exercises, article discussions, and a directed research project/presentation.

3.6 Tentative texts and course materials: *Principles of Physical Hydrology* by Hornberger *et al.* (1998) and selected readings, including book chapters and journal articles.

4. Resources:

4.3 Library resources: See Library Form

4.4 Computer resources: Internet access

5. Budget implications:

5.5 Proposed method of staffing: Current Staff

5.6 Special equipment needed: None

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Geography and Geology Department 4/8/2011

OCSE Graduate Committee 4/22/2011

Graduate Council 5-12-11

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

**Ogden College
Department of Geography and Geology
Proposal to Create a New Course
(Action Item)**

Contact Person: Jason Polk, jason.polk@wku.edu, 745-5015

1. Identification of proposed course:
 - 1.1 Course prefix (subject area) and number: GEOS 566
 - 1.2 Course title: Karst Geoscience
 - 1.3 Abbreviated course title: Karst Geoscience
 - 1.4 Credit hours and contact hours: 3
 - 1.5 Type of course: L (Lecture)
 - 1.6 Prerequisites/corequisites: GEOS 500, or permission of instructor.
 - 1.7 Course catalog listing: Focus on the geological, geomorphological, and hydrological processes of karst landscapes, including human-environment interactions over time, with emphasis on the characterization, distribution, and function of various karst systems. Field trips and field-based exercises are required.
2. Rationale:
 - 2.1 Reason for developing the proposed course: In recent years there has been an increase in student demand for a graduate-level course in karst environments. This course will provide the foundation for attracting students to this field and creating a graduate-level program in the near future. Given the location and history of karst scholarship at WKU, this course is necessary to establish more firmly WKU as a leader in global karst education.
 - 2.2 Projected enrollment in the proposed course: 10 students per offering.
 - 2.3 Relationship of the proposed course to courses now offered by the department: No similar graduate courses are currently offered, although karst topics are discussed generally in a number of other courses, including GEOS 500 Research Methods and GEOS 502 Field Methods.
 - 2.4 Relationship of the proposed course to courses offered in other departments: No similar graduate course is currently offered.
 - 2.5 Relationship of the proposed course to courses offered in other institutions: Few universities offer a similar course due to the specialized nature of the field; however, a few programs, such as those found at the University of South Florida and Mississippi State University, have a similar type of course offering primarily for graduate-level students.
3. Discussion of proposed course:
 - 3.1 Course objectives:
 - Students will understand the geological, geomorphological, and hydrological processes of karst landscapes, including human-environment interactions over time, with emphasis on the characterization, distribution, and function of various karst systems
 - 3.2 Content outline:
 - Karst geoscience concepts
 - Lithology and structure in karst
 - Carbonation and dissolution geochemistry

Geomorphological process and landforms
Field Methods: Introduction to cave survey
Karst landscape denudation and evolution
Dating and interpreting karst landscapes
Cave exploration and speleogenesis of karst aquifers
Field Methods: Karst hydrology
Karst landforms and biospeleology
Karst resource management

- 3.3 Student expectations and requirements: This course includes two written exams, an individual comparative karst landscape research project, a regional case-study website report, a group-based field research project, and required journal article discussions.
- 3.4 Tentative texts and course materials: Ford, D., and P. Williams (2007). *Karst Hydrogeology and Geomorphology*.

4. Resources:
- 4.1 Library resources: See Library Form
- 4.2 Computer resources: Internet access
5. Budget implications:
- 5.1 Proposed method of staffing: Current staff
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Geography and Geology Department: _____4/8/2011_____

OCSE Graduate Curriculum Committee _____4/22/2011_____

Graduate Council _____5-12-11_____

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: January 19, 2011

**Gordon Ford College of Business
Department of Accounting
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Wells, steve.wells@wku.edu, 745-3895

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ACCT 401G
- 1.2 Course title: Business Combinations and Related Topics
- 1.3 Abbreviated course title: BUS COMBINATIONS RELATED TPCS
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L- Lecture
- 1.6 Prerequisites/corequisites: Prerequisite: ACCT 301 with grade of "C" or better
- 1.7 Course catalog listing:

Emphasis is placed on the issues involved in business combinations, including the preparation of consolidated financial statements. Other topics typically covered include partnerships, interim and segment reporting, international accounting, and foreign currency transactions and translations.

2. Rationale:

- 2.1 Reason for developing the proposed course:

The course is being proposed to provide an elective for students enrolled in the new Master of Accountancy Program. Since 150 hours are now required in most states for CPA professional certification, the new program and proposed course are consistent with the Department's mission of preparing students for successful careers in accounting and business.

- 2.2 Projected enrollment in the proposed course:
15 students once program is fully implemented

- 2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course is similar to ACCT 401. However, students who completed ACCT 401 would be prohibited from enrolling in the proposed course. In addition, the proposed course is graduate-level and will have additional learning outcomes and course requirements. The additional requirements for the proposed graduate course include written analyses of two cases involving the identification of relevant issues and research of authoritative literature to develop an appropriate solution. In addition students enrolled in the proposed course will be required to work in groups on a project and participate in a group presentation to the class.

- 2.4 Relationship of the proposed course to courses offered in other departments:

The topics to be covered in the proposed course are very technical and are not covered in courses offered in other departments.

2.5 Relationship of the proposed course to courses offered in other institutions:

The proposed course is similar to courses offered by other schools for students enrolled in graduate accounting programs.

3. Discussion of proposed course:

3.1 Course objectives:

- To address the various problems associated with firms having complex owners' equities, including partnerships and parent/subsidiary relationships.
 - Emphasis is placed on the issues involved in business combinations, focusing on the preparation of the consolidated worksheet and financial statements.
 - Emphasis is also placed on the accounting and legal issues related to the formation, operation, and dissolution of partnerships.
- To address the accounting and business implications of companies engaged in transactions with foreign firms and subsidiaries located in foreign countries.
- To discuss the accounting principles related to the preparation of interim financial statements.
- To discuss the accounting principles related to providing useful information about a company's segments, geographical markets, and major customers.
- To enhance student's analytical and written communication skills through case analyses.
- To enhance students' teamwork and oral communication skills through group projects and presentations.

3.2 Content outline: (A proposed syllabus is also attached)

1. The equity method of accounting for investments in stock.
2. Consolidation of financial information when a company acquires another firm's assets or stock.
3. The preparation of consolidated financial statements for 100% owned and less than 100% owned subsidiaries (non-controlling interests).
4. Eliminating inter-entity transactions between a parent and subsidiary.
5. Accounting and hedging for foreign currency transactions.
6. Translation of a foreign subsidiary's financial statements.
7. Segment reporting.
8. Interim reporting.

3.3 Student expectations and requirements:

- Exams
- Paper
- Presentation
- Group Work

3.4 Tentative texts and course materials:

Advanced Accounting, (10th Edition) by Hoyle, Schaefer, & Douppnik, McGraw-Hill Publishing (2010).

4. Resources:

4.1 Library resources:

- Books and journals (print & electronic) currently available through the library

4.2 Computer resources:

- Computers, software, and technology currently available

5. Budget implications:

5.1 Proposed method of staffing:

Existing faculty (no significant impact on other course staffing)

5.2 Special equipment needed: None

5.3 Expendable materials needed: Immaterial

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Department of Accounting: December 15, 2010

GFCB Graduate Committee May 9, 2011

Graduate Council 6-9-11

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: March 31, 2011

**Gordon Ford College of Business
Department of Accounting
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Wells, steve.wells@wku.edu, (270) 745-3895

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ACCT 420G
- 1.2 Course title: Governmental and Not For Profit Accounting
- 1.3 Abbreviated course title: GOVERNMENTAL ACCT
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: ACCT 301 with a Grade of "C" or better
- 1.7 Course catalog listing:

Provide a broad understanding of fund accounting and financial reporting for various types of governmental and not for profit organizations. Examines the similarities and differences among the fund structures and financial reporting requirement of the two categories of organizations. Types of organizations typically studied include: all governmental organizations, health care organizations, colleges and universities, and voluntary health and welfare organizations.

2. Rationale:

- 2.1 Reason for developing the proposed course:

The course is being proposed to provide an elective for students enrolled in the new Master of Accountancy Program. Since 150 hours are now required in most states for CPA professional certification, the new program and proposed course are consistent with the Department's mission of preparing students for successful careers in accounting and business.

- 2.2 Projected enrollment in the proposed course: 15

- 2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course is similar to ACCT 420. However, students who completed ACCT 420 would be prohibited from enrolling in the proposed course. In addition, the proposed course is graduate-level and will have additional learning outcomes and course requirements.

- 2.4 Relationship of the proposed course to courses offered in other departments:

The topics to be covered in the proposed course are very technical and are not covered in courses offered in other departments.

- 2.5 Relationship of the proposed course to courses offered in other institutions:

The course is similar to courses offered by other institutions for students enrolled in graduate accounting programs.

3. Discussion of proposed course:

3.1 Course objectives:

- Provide a broad understanding of the unique aspects of fund accounting and financial reporting for government and not for profit organizations
- Examine the fund structure and financial reporting for governments and not for profit organizations
- Compare the differences and similarities of various fund structures and the financial reporting requirements of the various funds
- Identify appropriate circumstances in which to use each set of requirements

3.2 Content outline:

- Introduction to Accounting and Financial Reporting for Governmental and Not For Profit Organizations
- Modified Accrual Accounting: Including the Role of Fund Balances and Budgetary Authority
- Accounting for Other Governmental-Type Funds: Capital Projects
- Debt Service
- Permanent Funds
- Proprietary Funds
- Fiduciary Funds
- Overview of Financial Reporting for State and Local Governments
- Accounting for Private Not for Profit Organizations
- College and University Accounting
- Accounting for Hospitals and Other Health Care Providers

3.3 Student expectations and requirements:

- Exams
- Paper
- Oral Presentation
- Spreadsheet Project
- CAFR Analysis

3.4 Tentative texts and course materials: *Essentials of Accounting for Governmental and Not-for-Profit Organizations* (10th Edition); Copley, McGraw-Hill Irwin, 2011.

4. Resources:

4.1 Library resources:

Books and journal (print & electronic) currently available through the library

4.2 Computer resources:

Computers, software, and technology currently available

5. Budget implications:

5.1 Proposed method of staffing:

Existing faculty (no significant impact on other course staffing)

5.2 Special equipment needed: None

5.3 Expendable materials needed: Immaterial

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Department of Accounting: December 15, 2010

GFCB Graduate Committee May 9, 2011

Graduate Council 6-9-11

University Senate _____

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: December 15, 2010

**Gordon Ford College of Business
Department of Accounting
Proposal to Create a New Course
(Action Item)**

Contact Person: Steve Wells, steve.wells@wku.edu, (270) 745-3895

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ACCT 431G
- 1.2 Course title: Federal Taxation – Business Entities
- 1.3 Abbreviated course title: FED TAX-ENTITIES
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: ACCT 430 with a grade of “C” or better
- 1.7 Course catalog listing:

Further the student’s understanding and knowledge of the federal income tax structure as it applies to partnerships and corporations. Other specialized areas of taxation are also covered. Emphasis is placed on the use of tax services in researching tax problems.

2. Rationale:

- 2.1 Reason for developing the proposed course:

The course is being proposed to provide an elective for students enrolled in the new Master of Accountancy Program. Since 150 hours are now required in most states for CPA professional certification, the new program and proposed course are consistent with the Department’s mission of preparing students for successful careers in accounting and business.

- 2.2 Projected enrollment in the proposed course: 15

- 2.3 Relationship of the proposed course to courses now offered by the department:

The proposed course is similar to ACCT 431. However, students who completed ACCT 431 would be prohibited from enrolling in the proposed course. In addition, the proposed course is graduate-level and will have additional learning outcomes and course requirements.

- 2.4 Relationship of the proposed course to courses offered in other departments:

The topics to be covered in the proposed course are very technical and are not covered in courses offered in other departments

- 2.5 Relationship of the proposed course to courses offered in other institutions:

The proposed course is similar to courses offered by other schools for students enrolled in graduate accounting programs.

3. Discussion of proposed course:

3.1 Course objectives:

- Explore various authoritative tax sources and learn to assess the validity of different tax sources
- Research tax issues and apply information in recommendations for tax planning
- Write tax memoranda concerning tax issues researched
- Communicate effectively in mock letters to hypothetical clients summarizing tax research and recommendations
- Research certain tax ethical issues using the Statements of standards for Tax Services and Treasury Circular No. 230

3.2 Content outline:

- Comparative Business Organizations
- Working with Federal Tax Law
- Corporate Operating Rules
- Corporate Organizational & Capital Structure
- Corporate Earnings & Profits and Dividend Distribution
- Corporate Redemptions/Liquidations
- Corporate Reorganizations
- Partnership Formation, Operation and Basis
- Partnership Distributions and Transfers
- Subchapter S Corporations
- Federal Gift and Estate Taxes

3.3 Student expectations and requirements:

- Tests
- Tax Return Preparation
- Tax Assignments
- Research Project
- Preparation of Tax Memoranda
- Preparation of Client Letter

3.4 Tentative texts and course materials:

South-Western's Federal Taxation: 2011 Edition-Corporations, Partnerships, Estates & Trusts; General Editors: Hoffman, Raabe, Smith & Maloney; Cengage Learning, 2011

4. Resources:

4.1 Library resources:

Books and journals (print & electronic) currently available through the library

4.2 Computer resources:

Computers, software, and technology currently available

5. Budget implications:

5.1 Proposed method of staffing:

Existing faculty (no significant impact on other course staffing)

5.2 Special equipment needed: None

5.3 Expendable materials needed: Immaterial

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

Department of Accounting:

December 15, 2010

GFCB Graduate Committee

May 9, 2011

Graduate Council

6-9-11

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

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

Contact Person: Sharon A. Mutter, email: sharon.mutter@wku.edu, phone: 5-4389

1. Identification of proposed course:

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

2. Rationale:

- 2.1 Reason for developing the proposed course: Currently, all students in the psychology graduate programs enroll in PSY 512 Experimental Design to acquire knowledge of research methods, design, and statistics in psychology. However, the focus of PSY 512 is on factorial experimental designs and statistical analysis and consequently, students do not receive foundational content on non-experimental research methods and designs in this course. The proposed course will offer students broad coverage of both non-experimental and experimental methods and designs and will help them acquire the knowledge and skills that will foster their ability to conduct psychological research in either a laboratory or an applied setting. As such, the course contributes to the WKU mission and strategic plan by providing tools that will allow students to conduct high quality research at the university and in the community.
- 2.2 Projected enrollment in the proposed course: Based on current enrollment levels in PSY 512, the proposed course enrollment is expected to average 25-30 psychology graduate students per year.
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will provide foundational knowledge and skills that will be used in other psychology graduate courses. It is therefore recommended that students be enrolled in the proposed course during the first semester of their first year of graduate study.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other disciplines in the social and behavioral sciences at WKU offer research methods courses (e.g., EDFN 500, PH 501, SOCL 510, SOCL 513). However, these courses focus on the research methods used their specific disciplines and do not provide the context or content that is required for psychology graduate students. For the same reason, it is not expected that students from other disciplines would enroll in the proposed course.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Sixteen of our benchmark universities have graduate programs similar to our M.A. program and of these, 14 have courses specifically devoted to research methods (i.e., not combined with statistics). For examples, see: Ball State, PSYSC 680 Research Methods in Psychology; Middle Tennessee State, PSY 6615 Basic and Applied Research Methods

in Psychology; Missouri State, PSY 752 Research Methods; Northern Arizona University, PSY 673 Techniques of Psychological Research

3. Discussion of proposed course:

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

4. Resources:

- 4.1 Library:
 - Psychology indexing/abstracting/full-text services offered by the WKU library will provide adequate access to journal articles needed for this course.
 - Monographic reference works maintained by the library (e.g., Guide to Publishing in Psychology Journals; Mental Measurements Yearbook; Tests in Print) are adequate for this course.
- 4.2 Instructional technology: WKU's web-based instructional tools (i.e., Blackboard) and the computer laboratories and services provided by the CEBS Educational Technology Center will be used for this course. Both are adequate for the needs of the professor and the students.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing staff
- 5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2012

7. Dates of prior committee approvals:

Department of Psychology: April 4, 2011

CEBS Curriculum Committee May 3, 2011

Graduate Council 6-9-11

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

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

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

1. Identification of course:

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

2. Revise course title:

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

3. Revise course number: N/A

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

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

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

5. Revise course catalog listing:

- 5.1 Current course catalog listing: Required for all graduate students in psychology. Understanding the principles of experimental design and the application of appropriate statistical techniques. Includes the design of an experiment project.
- 5.2 Proposed course catalog listing: Principles of experimental design including single factor and multiple factor between- and within-subjects designs, mixed designs, and statistical methods with an emphasis on analysis of variance.
- 5.3 Rationale for revision of course catalog listing: This course is no longer required for all psychology graduate students. The proposed description better reflects the variety of

designs considered and the blended presentation of experimental design and accompanying analysis of variance procedures.

6. Revise course credit hours: N/A

6.1 Current course credit hours:

6.2 Proposed course credit hours:

6.3 Rationale for revision of course credit hours:

7. Proposed term for implementation: Fall, 2012

8. Dates of prior committee approvals:

Department of Psychology 4/21/2011

CEBS Curriculum Committee 5/3/2011

Graduate Council 6-9-11

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 03/04/2011

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

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

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ADED 600
- 1.2 Course title: Maintaining Matriculation
- 1.3 Abbreviated course title: Maintaining Matriculation
- 1.4 Credit hours and contact hours: 1-6 (may be repeated up to a maximum of six hours)
- 1.5 Type of course: M
- 1.6 Prerequisites/corequisites: Permission of instructor
- 1.7 Course catalog listing: One to six hours for ADED students needing to maintain matriculation.

2. Rationale:

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

3. Discussion of proposed course:

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

4. Resources:

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

5. Budget implications:

- 5.1 Proposed method of staffing: Current WKU graduate faculty
- 5.2 Special equipment needed: none
- 5.3 Expendable materials needed: none
- 5.4 Laboratory materials needed: none

6. Proposed term for implementation: Spring, 2012

7. Dates of prior committee approvals:

Educational Administration, Leadership, and Research Department:

March 22, 2011

CEBS Curriculum Committee

May 3, 2011

Graduate Council

___6-9-11___

University Senate

Attachment: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: February 17, 2011

**Potter College of Arts and Letters
Department of Modern Languages
Proposal to Delete a Course
(Consent Item)**

Contact Person: Dr. Laura McGee, laura.mcgee@wku.edu, 745-2401

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: GERM 432G
- 1.2 Course title: History of German Language
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

Course has not been offered since fall of 1990. Other upper level German courses now constitute the regular rotation of courses offered.

3. Effect of course deletion on programs or other departments, if known:

None.

4. Proposed term for implementation: Fall 2011

5. Dates of prior committee approvals:

| | |
|-------------------------------------|------------------|
| Modern Languages Department: | March 22, 2011 |
| Potter College Curriculum Committee | April 7, 2011 |
| Graduate Council | ____5-12-11_____ |
| University Senate | _____ |

Attachment: Course Inventory Form

Proposal Date: 01/27/2011

**College of Education and Behavioral Sciences
Department of Educational Administration, Leadership, and Research
Proposal to Revise Course Grading System
(Consent Item)**

Contact Person: Tony Norman, tony.norman@wku.edu, 745-3021

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EDLD 798
- 1.2 Course title: Internship in Administration and Supervision
- 1.3 Credit hours: 1-6

2. Current course grading system: Letter Grading (A-F)

3. Proposed course grading system: Pass/Fail

4. Rationale for revision of course grading system: This is a practicum/internship course in which students may participate in a wide variety of experiences associated with their individual professional goals. Beyond documentation of hours and a brief reflection on their experience, students do not create products or complete assessments that could legitimately (or accurately) be assigned letter grades.

5. Proposed term for implementation: Spring 2012

6. Dates of prior committee approvals:

| | |
|--------------------------------|------------------|
| EALR Department: | <u>2-1-2011</u> |
| CEBS Curriculum Committee | <u>4-5-2011</u> |
| Professional Education Council | <u>4-13-2011</u> |
| Graduate Council | <u>5-12-11</u> |
| University Senate | <u></u> |

Attachment: Course Inventory Form

Proposal Date: 04/18/11

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

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

1. Identification of course:
 - 1.1 Current course prefix (subject area) and number: CNS 590
 - 1.2 Course title: Practicum
 - 1.3 Credit hours: 3
2. Revise course title: N/A:
3. Revise course number: N/A
4. Revise course prerequisites/corequisites/special requirements:
 - 4.1 Current prerequisites:
15 hours in counseling courses including the following courses: CNS 550, 554 and 558.

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

4.3 Rationale for revision of course prerequisites:
The proposed prerequisites changes are intended to ensure essential competence for practicum placement.

4.4 Effect on completion of major/minor sequence:
No impact, changes are consistent with program course sequencing.
5. Revise course catalog listing:
 - 5.1 Current course catalog listing:
Supervised experiences in a setting related to area in which individual plans to seek certification/employment.

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

5.3 Rationale for revision of course catalog listing:
The proposed course description changes are consistent with the School Counseling and Student Affairs program area practicum placement requirements and are necessary to meet CACREP accreditation standards. Course fee has been previously approved and assessed.

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

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

CEBS Curriculum Committee 05/03/2011

Professional Education Council 05/11/2011

Graduate Council 6-9-11

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 04/18/2011

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

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

1. Identification of course:
 - 1.1 Current course prefix (subject area) and number: CNS 591
 - 1.2 Course title: MHC/MFT Practicum
 - 1.3 Credit hours: 3
2. Revise course title: N/A
3. Revise course number: N/A
4. Revise course prerequisites:
 - 4.1 Current prerequisites:
CNS 554 and CNS 558 and CNS 559.
 - 4.2 Proposed prerequisites:
Completion of the appropriate practice preparation sequence and departmental approval.
 - 4.3 Rationale for revision of course prerequisites:
The proposed prerequisites are intended to ensure essential competence for practicum placement.
 - 4.4 Effect on completion of major/minor sequence:
No impact, changes are consistent with program course sequencing.
5. Revise course catalog listing:
 - 5.1 Current course catalog listing:
Supervised experiences in a setting related to the area in which the individual plans to seek licensure, certification or employment. Course is graded Pass/Fail/IP. There is a \$5.00 fee.
 - 5.2 Proposed course catalog listing:
Supervised experiences in a mental health or marriage and family therapy settings. (Course Fee)
 - 5.3 Rationale for revision of course catalog listing:
The proposed course description changes are consistent with the Clinical Mental Health Counseling and Marriage and Family Therapy program area practicum placement requirements and are necessary to meet CACREP accreditation standards. The course grading system is being changed from Pass/Fail to Standard Letter Grading to more accurately represent student performance. Fee has been previously approved and assessed.
6. Revise course credit hours: N/A
7. Proposed term for implementation: Spring 2012

8. Dates of prior committee approvals:

| | |
|---|-------------------|
| Department of Counseling and Student Affairs: | <u>04/13/2011</u> |
| CEBS Curriculum Committee | <u>05/03/2011</u> |
| Graduate Council: | <u>6-9-11</u> |
| University Senate | <u></u> |

Attachment: Course Inventory Form

Proposal Date: 04/18/2011

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

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

1. Identification of course:

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

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

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

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

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

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

5. Revise course catalog listing:

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

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

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

6. Revise course credit hours: N/A

7. Proposed term for implementation: Spring 2012

8. Dates of prior committee approvals:

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

CEBS Curriculum Committee 05/03/2011

Professional Education Council 05/11/2011

Graduate Council: 6-9-11

University Senate: _____

Attachment: Course Inventory Form

Proposal Date: 04/18/2011

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

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

1. Identification of course:

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

2. Revise course title: N/A

3. Revise course number: N/A

4. Revise course prerequisites:

- 4.1 Current prerequisites:

Prerequisites: CNS 591

- 4.2 Proposed prerequisites:

Completion of the appropriate practice preparation sequence and departmental approval.

- 4.3 Rationale for revision of course prerequisites:

The proposed prerequisite is necessary to ensure necessary clinical competence.

- 4.4 Effect on completion of major/minor sequence:

No impact, changes are consistent with program course sequencing.

5. Revise course catalog listing:

- 5.1 Current course catalog listing:

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

- 5.2 Proposed course catalog listing:

Supervised experiences in a mental health or marriage and family therapy setting. (Course Fee)

- 5.3 Rationale for revision of course catalog listing:

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

6. Revise course credit hours: N/A

7. Proposed term for implementation: Spring 2012

8. Dates of prior committee approvals:

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

CEBS Curriculum Committee

____05/03/2011____

Graduate Council

____6-9-11____

University Senate

Attachment: Course Inventory Form

Proposal Date: April 27, 2011

**College of Health and Human Services
Department of Communication Disorders
Proposal to Revise A Program
(Action Item)**

Contact Person: Dr. Richard Dressler, richard.dressler@wku.edu, 745-6280

1. Identification of program:

- 1.1 Current program reference number: 114
- 1.2 Current program title: Master of Science in Communication Disorders
- 1.3 Credit hours: 49

2. Identification of the proposed program changes: Revise the program's course catalog description to include a minimum standard for admission criteria and provide a statement regarding enrollment based on geographic limitations.

3. Detailed program description:

| | |
|--|---|
| <p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading to national certification and state licensure.</p> <p>Applications to the Communication Disorders graduate program will be ranked based on scores in the following areas:</p> <ul style="list-style-type: none">• Verbal score of the GRE• Writing score of the GRE• Average GPA for the last 60 credit hours of college coursework• Written essay in which the student writes a 300 word or less on why they wish to be admitted to the graduate program in Communication Disorders. The essay must be submitted using a 12-point Times New Roman font and double-spaced. The | <p>This program is designed to prepare professional speech pathologists to meet the needs of the communicatively handicapped in hospitals, clinics, nursing facilities, and schools. It is also designed to meet the academic and clinical requirements of the American Speech Language and Hearing Association, leading eligibility for national certification and state licensure.</p> <p>Applicants to the master's degree program in Communication Disorders must meet the following minimum requirements:</p> <ul style="list-style-type: none">• GRE Verbal score of 350 (or equivalent percentiles)• GRE Writing score of 3.5• Average GPA for the last 60 credit hours of college coursework of 3.5 (There must be a minimum of 60 credit hours with a letter grade. Only courses with a letter grade will be used. Pass/Fail grades are not included.) <p>Applicants must also submit along with an application to graduate studies:</p> <ul style="list-style-type: none">• Written essay - The essay must be no more than 1 page typed, using a 12-point |
|--|---|

applicants name and the date on which the essay was written should be noted at the top of the first page.

Forty-nine semester hours are required for both the thesis and non-thesis option. The research tool requirement (3 hours) may be met by successful completion of CD 500 Research Methodology in Communication Disorders (or equivalent). Additionally, the student must complete 400 clock hours of clinical experience by graduation.

Times New Roman font, and double spaced. The applicant's name and the date on which the essay was written should be noted at the top. See department website for designated topic when applying.

www.wku.edu/communicationdisorders

- **3 references listed with the reference's name, relationship to the applicant, address, phone number, and email address. Letters of recommendation should NOT be sent.**
- **Official GRE score report. Exam must be completed within the past 5 years.**
- **Official transcripts from all colleges attended.**
- **Departmental Application must be completed and submitted to the Department of Communication Disorders**

Applications to the Communication Disorders graduate program will be ranked based on scores in the following areas:

- **Verbal score of the GRE**
- **Writing score of the GRE**
- **Average GPA for the last 60 credit hours of college coursework**
- **Written essay**

Accreditation standards require that the clinical education component of the curriculum provide students with access to a client/patient base that is sufficient to achieve stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups. Therefore, this department reserves the right to limit enrollment in geographical areas where there are known issues in obtaining sufficient and appropriate clinical sites for students. Check www.wku.edu/communicationdisorders for further information before applying to the program.

Forty-nine semester hours are required for both the thesis and non-thesis option. The research tool requirement (3 hours) may be met by successful

| | |
|--|---|
| | completion of CD 500 Research Methodology in Communication Disorders (or equivalent). Additionally, the student must complete at least 400 clock hours of clinical experience by graduation. |
|--|---|

4. Rationale for the proposed program change: The inclusion of a minimum score is being proposed to reduce the number of applications received each year for the master's degree program. The department receives applications from students living all over the country and world. While we can provide services in most states, there are some whose statutes contradict with Kentucky's thus preventing us from establishing clinical settings. Still in other communities, the medical facilities prefer to work with local universities, not out of state ones like WKU. Without the clinical settings, the students can't graduate. To prevent that, we want to limit enrollment of students from states where know there will be few if any clinical sites for students.

5. Proposed term for implementation and special provisions: Summer 2012

6. Dates of prior committee approvals:

| | |
|-------------------------------------|-----------------------|
| Communication Disorders Department: | <u>April 27, 2011</u> |
| CHHS Graduate Curriculum Committee: | <u>May 5, 2011</u> |
| Professional Education Council | <u>May 11, 2011</u> |
| Graduate Council | <u>6-9-11</u> |
| University Senate | <u></u> |

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description:

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

| Current Program | Proposed Program |
|---|---|
| Master of Arts in Psychology, Ref. # 092 This <i>general</i> program <i>provides preparation for</i> students <i>who wish</i> to pursue careers in clinical, business, or government settings, and/or enter a doctoral program. <i>The department offers four concentrations within the program: clinical, experimental, industrial/organizational, and general. Within each concentration, the student is expected to become competent in theory, research, and application of psychology as related to the chosen area of concentration.</i> | Master of Arts in Psychology, Ref. # 092 This program prepares students to pursue careers in clinical, business, or government settings, and/or to enter a doctoral program. Three concentrations are offered: clinical, industrial/organizational, and psychological science . |
| Admission Requirements Applicants should have a statistics and experimental methodology course; background in <i>general</i> psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined); a | Admission Requirements Applicants should have a statistics and experimental methodology course; background in psychology; a minimum score of 850 on the Graduate Record Examination (GRE) General Test (verbal and quantitative combined), for |

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

Degree Requirements—48 total hours

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

Required Core—12 hours

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

Restricted Electives—9 hours

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

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

Degree Requirements—36-48 total hours

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

Required Core—24 hours

Research Methods, Measurement, and Statistics—12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs), AND three of the following:

PSY 512 Experimental Design and Analysis of

Variance (3 hrs),

PSY 513 Advanced Statistical Analysis (3 hrs)

PSY 560 Assessment of Cognitive and

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| <p> <i>Cognition</i> OR PSY 673 <i>Advanced Training in Business and Industry</i> <i>Individual or Unique Basis of Behavior—3 hours</i> PSY 520 <i>Individual Differences and Human Diversity</i> OR PSY 521 <i>Advanced Child Developmental Psychology</i> OR PSY 550 <i>Personality Theory</i> <i>Biological/Quantitative Analysis of Behavior—3 hours</i> PSY 580 <i>Advanced Physiological Psychology</i> OR PSY 513 <i>Advanced Statistical Analysis</i> </p> <p> Clinical Psychology, Concentration Code MACL This concentration follows the scientist-practitioner model of training. <i>It</i> prepares students to be successful performing both research and therapy. The <i>program</i> is practice oriented, and offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level. The <i>program</i> also prepares students to pursue further education at the doctoral level. <i>The program prepares students</i> for the national ASPPB licensure examination required to practice psychology in many states. Practicum and internship (9 hours) required. Thesis, or 2 course electives, (6 hours) required. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. </p> <p>Specific Concentration Requirements</p> | <p> Intellectual Functioning (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs) PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs) Scientific Writing—3-6 hours PSY 590 Readings of Research in Psychology (3 hrs, clinical Plan B only), OR PSY 599 Thesis Research (6 hrs) Science of Behavior—3 hours PSY 511 Psychology of Learning (3 hrs) PSY 521 Advanced Child Psychology (3 hrs) PSY 523 Advanced Topics in Cognition (3 hrs) PSY 552 Advanced Social Psychology (3 hrs) PSY 580 Advanced Physiological Psychology (3 hrs) Ethics (3 hours) PSY 541 Professional Issues and Ethics in Psychology (3 hrs) Practicum or Internship (3 hours) PSY 592 Psychology Internship (3 hrs) PSY 662 Practicum in Psychology (3 hrs) </p> <p> Clinical Psychology, Concentration Code MACL—48 hours This concentration follows the scientist-practitioner model of training and prepares students to be successful performing both research and therapy. The concentration offers a broad foundation for the professional who will render a wide variety of psychological services at the MA level and/or prepares students to pursue further education at the doctoral level. Clinical concentration graduates have the credentials necessary to pursue licensure in the state of Kentucky. Practicum and internship (9 hours) are required. Plan A requires a thesis; Plan B requires PSY 590 (3 hours) plus 3 elective hours in lieu of the thesis and selected with the advice of the graduate student's advisor. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Grades </p> |
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| <p>Practicum and Internship PSY 662 Practicum in Psychology (2 hours) PSY 592 Internship</p> <p>PSY 560 Assessment of Cognitive and Intellectual Functioning PSY 640 Psychopathology PSY 641 Theories of Psychotherapy PSY 660 Assessment of Personality and Socio-Emotional Functioning</p> <p><i>Thesis or Electives—6 hours</i> PSY 599 Thesis Research and Writing OR electives chosen with advisor approval</p> <p>Industrial-Organizational Psychology, Concentration Code MAIN This concentration focuses on behavior in business, industry, consulting, and government organizations. Students <i>are expected to become proficient</i> in the construction and validation of personnel selection systems. Job analysis, <i>test validation</i>, criterion development, equal employment opportunity law, and training in business and industry <i>are emphasized in the program</i>. A thesis is required.</p> <p><i>Specific course requirements—15 hours</i> PSY 505 Statistical Software for Behavioral Scientists PSY 570 Job Analysis and Compensation PSY 571 Personnel Psychology PSY 572 Organizational Psychology</p> | <p>lower than B may not be used to satisfy requirements for courses in the clinical training sequence (PSY 560, 640, 641, and 660), or practicum and internship (PSY 562, 592, and 662).</p> <p>Specific Concentration Requirements—48 hours</p> <p><u>Research Methods, Measurement, and Statistics—12 hours</u> PSY 504 Advanced Research Methods in Psychology (3 hrs) PSY 560 Assessment of Cognitive and Intellectual Functioning (3 hrs) PSY 563 Statistics and Psychometric Theory (3 hrs) PSY 660 Assessment of Personality and Socio-Emotional Functioning (3 hrs)</p> <p><u>Science of Behavior – 9 hours</u> PSY 511 Psychology of Learning (3 hrs), OR PSY 523 Advanced Topics in Cognition (3 hrs), AND PSY 552 Advanced Social Psychology (3 hrs), AND PSY 580 Advanced Physiological Psychology (3 hrs)</p> <p><u>Scientific Writing – 6 hours</u> PSY 599 Thesis Research and Writing (6 hrs), OR PSY 590 (3 hrs.) and approved elective (3 hrs)</p> <p><u>Ethics – 3 hours</u> PSY 541 Professional Issues and Ethics in Psychology (3 hrs)</p> <p>Practicum and Internship – 9 hours PSY 662 Practicum in Psychology (3 hrs) PSY 562 Practicum in Psychological Assessment (3 hrs) PSY 592 Psychology Internship (3 hrs)</p> <p><u>Clinical Courses – 9 hours</u> PSY 640 Psychopathology (3 hrs) PSY 641 Theories of Psychotherapy (3 hrs) PSY 520 Individual Differences (3 hrs)</p> <p>Industrial-Organizational Psychology, Concentration Code MAIN—45 hours</p> |
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Specific course requirements—15 hours
PSY 500: Trends & Scientific Approaches
in Psychological Thinking
PSY 513: Advanced Statistical Analysis
Electives (Chosen with faculty advisor)—9
Hours

approved graduate credit hours may be substituted for the internship if no internship placement can be obtained.

**Psychological Science, Concentration Code
MAPS – 36 Hours**

This concentration **utilizes a research-mentorship approach** to prepare **students to be competitive applicants for admission into a Ph.D. program and/or for positions where strong research and methodological skills are needed. Students may choose from one of three focus areas allowing specialization in cognitive, developmental, or biobehavioral psychology, or they may design a focus area (9 hours) that best fits their interests (subject to approval by their advisor and the program coordinator). A thesis is required. Applicants should refer to faculty research interests identified on the program web site and must apply specifically to work with one or more faculty members in whose research they have a particular interest.**

Specific Concentration Requirements – 36 hours

Research Methods, Measurement, and Statistics – 12 hours

PSY 504 Advanced Research Methods in Psychology (3 hrs)

PSY 512 Experimental Design and Analysis of Variance (3 hrs)

PSY 513 Advanced Statistical Analysis (3 hrs)

PSY 563 Statistics and Psychometric Theory (3 hrs)

Scientific Writing – 6 hours

PSY 599 Thesis Research and Writing (3 hrs)

Science of Behavior – 3 hours

PSY 511 Psychology of Learning(3 hrs)

PSY 521 Advanced Child Psychology (3 hrs)

PSY 523 Advanced Topics in Cognition (3 hrs)

PSY 552 Advanced Social Psychology (3 hrs)

PSY 580 Advanced Physiological Psychology (3 hrs)

Ethics – 3 hours

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

General Psychology, Concentration Code MAGE
This concentration is designed for students who desire a terminal master's degree in general psychology. Course requirements in addition to the core courses and restricted electives are individually determined in consultation with the faculty advisor. Practicum (6 hours) is required. A thesis is not allowed.

Practicum – 3 hours

PSY 662 Practicum in Psychology (3 hrs)

Cognitive Focus Area – 9 hours

**PSY 500 Trends and Scientific Approaches in Psychological Thinking (3 hrs), AND
PSY 523 Advanced Topics in Cognition (3 hrs),
AND**

**PSY 412G Motivation (3 hrs), OR
PSY 552 Advanced Social Psychology(3 hrs) ,
OR**

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

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

Developmental Focus Area – 9 hours

3-6 hrs required from among the following:

PSY 521 Advanced Child Psychology (3 hrs)

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

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

3-6 hrs required from among the following:

PSY 523 Advanced Topics in Cognition (3 hrs)

PSY 552 Advanced Social Psychology (3 hrs)

**PSY 540 Behavioral Problems of Childhood
and**

Adolescence (3 hrs)

**PSY 545 Child Clinical Psychology: Theory
and**

Practice (3 hrs)

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

Biobehavioral Focus Area – 9 hours

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

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

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

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

PSY 511 Psychology of Learning (3 hrs), OR

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

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

- **Change to core program requirements:** The organizing principal for the proposed core is to provide a set of common competencies rather than common courses. The competency areas represented in the core will be *Research Methods, Measurement, and Statistics; Science of Behavior; Scientific Writing; Ethics; and Practicum or Internship*. All graduates of the M.A. program need to be competent in each of these areas, but the specific knowledge within each competency that is needed varies across the three concentrations.
 - Research methods, Measurement, and Statistics: A research methods course was added to the core to strengthen the research design and methodological knowledge for students in all three concentrations. The methods course (PSY 504) also satisfies a requirement to sit for the licensing exam for students in the clinical concentration. PSY 560 Assessment of Cognitive and Intellectual and PSY 660 Assessment of Personality and Socio-Emotional Functioning were added to the core to allow each concentration to specify more methodologically appropriate courses options in this category.
 - Science of Behavior: The proposed core will provide all graduates with a foundation in the science of behavior while allowing the specific content (emphasizing social, developmental, cognitive, learning and/or physiological processes) to be tailored to satisfy the unique needs of students in each concentration.
 - Scientific Writing: All M.A. program graduates need to be competent in scientific writing. That core competency will be satisfied by a thesis requirement in the Industrial and Organizational, and Psychological Science Concentrations. In the Clinical Concentration, competency in scientific writing may be evidenced by a thesis or by an appropriate alternative writing project.
 - All M.A. program graduates need to be knowledgeable about ethical principles that apply to research and applied psychology.
- **Minimum grade of B requirement for certain courses in the clinical and industrial/organizational concentrations.** There are three reasons for this requirement. First, the selected courses are sequenced such that students must successfully pass the first course in the sequence in order to succeed in the next. Second, the courses with this requirement are the applied courses in the clinical and I/O concentration. These courses develop the skills that clinicians and I/O psychologists need that distinguish them as part of the profession. A grade of 'B' or better in these courses helps to ensure that students demonstrate mastery of the skills necessary to act as clinical or I/O psychologists. Finally, we have a responsibility to internship sites to best prepare our students so that they will be able to effectively work in external internship sites. If they do not demonstrate, via a grade of B or better in these classes, that they have the requisite skills, they should not be allowed to participate in internship.
- **Reduction in total number of program credit hours required in the Industrial and Organizational, and Psychological Science concentrations.** The total credit-hour requirement in the industrial and organizational psychology concentration will be reduced from 48 to 45 by eliminating PSY 520 Individual Differences. An evaluation of the content of other courses in the I/O concentration indicated that the individual differences content needed by I/O students is adequately covered in other courses. The experimental psychology concentration required 48 credit hours, but the proposed psychological science concentration would require only 36 credit hours. The reduced credit hour requirement is appropriate because this concentration is not intended to serve as a terminal degree. The extensive research experience students will obtain in a research apprenticeship model

program, and the thesis requirement, will adequately prepare students to be competitive applicants to Ph.D. programs and to be successful in those programs. The Clinical psychology concentration credit hours will remain at 48 to qualify graduates to sit for the licensure exam.

- **Change the name of the Experimental Psychology concentration to Psychological Science and modify the concentration description:** The psychological science concentration name better captures the emphasis in this concentration on the development of research skills and is more in keeping with current nomenclature in the discipline. The concentration description has been modified to emphasize the research apprenticeship training model.
- **Add an admission contingency to the psychological science concentration:** The added admission requirement is that applicants must identify in their application one or more faculty members with whom they wish to work in a research apprentice relationship.
- **Introduce distinct focus areas within the psychological science concentration:** The language used in the description of the experimental psychology concentration stated that “Some freedom within the curriculum permits students to design a program that best fits their interests.” This option is being retained and, in consultation with their academic advisor and subject to committee approval, students can design a focus area. However, the designation of focus areas within the psychological science concentration makes the concentration more explicit and intentional about areas of research and pedagogical strengths among faculty in the concentration.
- **Eliminate the general psychology concentration:** The department has not admitted students directly into this concentration for several years. Applicants are often confused about the difference between the general and experimental concentrations and those who have applied to the general concentration in recent years have been advised into and admitted into the experimental concentration instead. The general concentration as currently structured is not consistent with the Department priority to engage students in research and/or applied activities.

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

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

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| Department of Psychology | <u>April 4, 2011</u> |
| CEBS Curriculum Committee | <u>May 3, 2011</u> |
| Graduate Council | <u>6-9-11</u> |
| University Senate | _____ |

Attachment: Program Inventory Form

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

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

1. Identification of program:

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

2. Identification of the proposed program changes:

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

3. Detailed program description:

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| <p>Master of Arts in Education: School Counseling, Ref. # 046</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm.</p> <p>The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p> <p>Application for admission to the MAE: School Counseling</p> <p>The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications from teachers certified in Kentucky AND from applicants who are not certified as teachers in Kentucky. Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are presented as minimum admissions requirements. Review the procedures presented below carefully to</p> | <p>Master of Arts in Education: School Counseling, Ref. # 046</p> <p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at: http://edtech.wku.edu/~counsel/programs.htm.</p> <p>The School Counseling program reflects current national accreditation standards for the preparation of school counselors and the most contemporary model for school counseling. Program graduates will develop identities as professional school counselors. This 48-hour program leads to the Master of Arts in Education degree and provisional certification for school counselors in all grade levels, primary through grade twelve.</p> <p>Application for admission to the MAE: School Counseling</p> <p>The Department of Counseling and Student Affairs School Counseling Program in School Counseling accepts applications <u>from certified teachers</u> AND from applicants who are not certified as teachers <u>in Kentucky</u>. <u>Qualifications for initial certification as school counselors vary for those who are not certified as teachers. These qualifications are presented as minimum admissions requirements. Review the procedures presented below carefully to ensure</u></p> |
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ensure you will have supplied the necessary information.

Review of completed applications begins April 15 each year for admission the following fall semester. These reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.

Application for admission requires three steps:

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

Step 1. Submit required materials to Graduate Studies

- A. Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_Dis>LoginNon?app_level=GR
- B. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- C. Submit official transcripts of all post-secondary academic work. Applicants without a Kentucky teaching certificate must have a minimum overall **GPA of at least 2.5, or a minimum GPA of at least 3.0 in the last 60 hours.** Admission is competitive; the GPA listed above is the minimum.

~~you will have supplied the necessary information.~~

Applications are reviewed once each year for admission the following fall semester. (Consult the Department website for the current application deadline). Application reviews use a holistic approach to evaluate applicants' potential to be successful as students and as school counselors. This approach involves the submission of application portfolios that allows department faculty members to develop more complete assessments of applicants in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate application materials and rank applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available on the main and off campus sites.

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Step 1. Submit required materials to Graduate Studies

- A. Complete the online graduate application process found at the following address: https://acsapps.wku.edu/pls/prod/bwskalog.P_Dis>LoginNon?app_level=GR
- B. Pay a non-refundable application-processing fee. Payment is required prior to submission of required materials and the online application form.
- C. Submit official transcripts of all post-secondary academic work. All applicants must have a minimum overall **GPA of at least 2.5, or a minimum** GPA of at least 3.0 **in the last 60 hours.** Admission is competitive; the GPA listed above is the minimum.
- D. All applicants who hold a current valid teaching certificate must submit an official copy of their teaching certificate.
- E. Submit an official report of the Graduate

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| <p>D. Submit an official report of the Graduate Record Examination (GRE) (<i>including the analytic writing section</i>) directly to Graduate Studies.</p> <p><i>Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.</i></p> <p>NOTE: All applicants for the School Counseling Program are required to submit GRE scores. Minimum scores for applicants who are not certified as teachers require at least a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5. Admissions are competitive and these scores represent minimum acceptable scores.</p> <p>E. Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.</p> <p><u>Step 2 . Apply to the School Counseling Program.</u></p> <p>The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application</p> | <p>Record Examination (GRE) (<i>including the analytic writing section</i>) directly to Graduate Studies.</p> <p><i>Be sure to complete the GRE several months prior to the April 15 application deadline to allow sufficient time for the official test score reports to be received by Graduate Studies.</i></p> <p><u>NOTE:</u> All applicants for the School Counseling Program are required to submit GRE scores. Minimum <u>required scores are for applicants who are not certified as teachers require</u> at least a Verbal + Quantitative total of 800 and an Analytical Writing score of at least 3.5. Admissions are competitive and these scores represent minimum acceptable scores.</p> <p>F. Understand that submitting materials to Graduate Studies is required and that it is the first step in the application process. Submission of materials to Graduate Studies does not imply a guarantee of admission to the Department of Counseling and Student Affairs master's degree program in School Counseling.</p> <p><u>Step 2 . Apply to the School Counseling Program.</u></p> <p>The second step in applying for admission is to submit the following materials on or before April 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:</p> <ol style="list-style-type: none"> 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. |
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| <p>includes the following materials:</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Discuss what it would mean to you to become a school counselor. b. Describe your personal characteristics that prepare you to become an effective school counselor. c. Discuss how you deal with your emotional reactions to events in your life. d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. e. Briefly discuss how you deal with stressful events. f. Explain how your friends and family would describe the way you function in your relationships with them. g. 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 MS Word, <ol style="list-style-type: none"> a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.</i> 3. Three recommendations that use the Candidate | <ol style="list-style-type: none"> a. Discuss what it would mean to you to become a school counselor. b. Describe your personal characteristics that prepare you to become an effective school counselor. c. Discuss how you deal with your emotional reactions to events in your life. d. Describe your experiences with diverse persons and cultures. Discuss what you have learned from these experiences. e. Briefly discuss how you deal with stressful events. f. Explain how your friends and family would describe the way you function in your relationships with them. g. Present your career objectives and discuss how a master's degree in school counseling will prepare you to meet these objectives. <ol style="list-style-type: none"> 2. A completed admission form PDF MS Word, <ol style="list-style-type: none"> a. Signature required - Read the statement on the admission form carefully before signing it. You are attesting to the fact that you have never been convicted of a felony, and finally, you are attesting that you have never been charged with a crime involving abuse or personal harm. b. If you have been charged or convicted of such felonies, attach a statement that explains the circumstances. (Understand that you must complete a criminal background check prior to your application.) <i>Falsification of the information in this statement or another part of the application is grounds for immediate dismissal from the program.</i> 3. Three recommendations that use the Candidate Recommendation Form: PDF MS Word <ol style="list-style-type: none"> a. Recommendations are required from people who are able to comment on your professional competence. <i>Professors, adjuncts and instructors of the Department</i> |
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| <p>Recommendation Form: PDF MS Word</p> <ol style="list-style-type: none"> Recommendations are required from people who are able to comment on your professional competence. <i>Professors, adjuncts and instructors of the Department of Counseling and Student Affairs classes are NOT accepted as references.</i> 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. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application. <ol style="list-style-type: none"> An unofficial copy of your transcripts and GRE scores. A current vita Mail your complete application portfolio to: <p style="text-align: center;">Department of Counseling and Student Affairs</p> <p style="text-align: center;">School Counseling Program Western Kentucky University Tate Page Hall 409 1906 College Heights Blvd. #51031 Bowling Green, KY 42101</p> <p><i>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.</i></p> <p><u>Step 3.</u> If invited, participate in the on-campus interview process.</p> <p>Based on evaluation of the materials in the</p> | <p><i>of Counseling and Student Affairs classes are NOT accepted as references.</i></p> <ol style="list-style-type: none"> 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. Ask each reference to sign his or her name across the sealed flap, indicating a completed recommendation is inside the envelope. The reference returns this sealed, signed recommendation TO YOU. When you have these completed forms from two references, attach them to the rest of your application. <ol style="list-style-type: none"> An unofficial copy of your transcripts and GRE scores. A current vita Mail your complete application portfolio to: <p style="text-align: center;">Department of Counseling and Student Affairs</p> <p style="text-align: center;">School Counseling Program Western Kentucky University <u>Gary A Ransdell Hall 2011</u></p> <p style="text-align: center;">1906 College Heights Blvd. #51031 Bowling Green, KY 42101-<u>1031</u></p> <p><i>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.</i></p> <p><u>Step 3.</u> If invited, participate in the on-campus interview process.</p> <p>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</p> |
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| <p>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:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>Degree Requirements—48 hours The specific requirements for the MAE program in School Counseling are as follows: CNS 550 Introduction to Counseling CNS 551 Classroom Guidance CNS 598 Research and Program Evaluation in Counseling CNS 552 Testing and Assessment CNS 554 Group Counseling CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling</p> | <p>will be scheduled for interviews on campus with faculty and current students. Interviews will focus on the following:</p> <ol style="list-style-type: none"> 6. Discussion of interests in school counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs. 7. Discussion of academic and professional goals. 8. Expectations of faculty. 9. Demonstration of interpersonal skills and insight into personal motivations. 10. Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care. <p>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.</p> <p>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.</p> <p>Degree Requirements—48 hours The specific requirements for the MAE program in School Counseling are as follows: CNS 550 Introduction to Counseling CNS 551 Classroom Guidance CNS 598 Research and Program Evaluation in Counseling CNS 552 Testing and Assessment CNS 554 Group Counseling CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557 Human Development CNS 558 Counseling Theories CNS 559 Techniques of Counseling CNS 660 Administration of Counseling Services CNS 568 Counseling Children and Adolescents</p> |
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| CNS 557 Human Development CNS 558 Counseling Theories CNS 559 Techniques of Counseling CNS 660 Administration of Counseling Services CNS 568 Counseling Children and Adolescents CNS 658 Seminar Guidance/Counseling CNS 590 Practicum CNS 595 Internship (6 hours) <i>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:</i> http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm . | CNS 658 Seminar Guidance/Counseling CNS 590 Practicum CNS 595 Internship (6 hours) <i>Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found here:</i> http://edtech.wku.edu/programs/graduate/mae-comp-exams/index.htm . |
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4. Rationale for the proposed program change:

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

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

Spring 2012.

6. Dates of prior committee approvals:

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

CEBS Curriculum Committee 05/03/2011

Professional Education Council 05/11/2011

Graduate Council: 6-9-11

University Senate: _____

Attachment: Program Inventory Form

**College of Health & Human Services
Department of Nursing
Proposal to Revise a Certificate Program
(Action Item)**

Contact Person: Eve Main phone: 5-3489, eve.main@wku.edu, 745-3489

1. Identification of program:

- 1.1 Current program reference number: 176
- 1.2 Current program title: Post Masters Certificate: Primary Care Nurse Practitioner (PCNP)
- 1.3 Credit hours: 28

2. Identification of the proposed program changes:

- Change name of certificate to Post MSN Certificate: Family Nurse Practitioner
- Decreased total credit hours required from 28 to 17 hrs.
- Delete the following courses from the required curriculum:
 - NURS 500 Advanced Pathophysiology – 4 hrs.
 - NURS 503 Advanced Health Assessment Theory – 2 hrs.
 - NURS 505 Advanced Health Assessment Clinical – 1 hr.
 - NURS 515 Advanced Pharmacology – 4 hrs.
- Add to catalog information: Additional courses may be required based upon previous course work and advisor recommendation.

3. Detailed program description:

| Current Curriculum/Credit Hours | Proposed Curriculum/Credit Hours |
|---|---|
| Nurs 500 Advanced Pathophysiology -4 | |
| Nurs 503 Advanced Hlth Assessment - 2 | |
| Nurs 505 Adv. Hlth Assess. Clinical - 1 | |
| Nurs 515 Advanced Pharmacology – 4 | |
| Nurs 508 Advanced Professional Issues -1 | Nurs 508 Advanced Professional Issues -1 |
| Nurs 509 Practice Management - 1 | Nurs 509 Practice Management - 1 |
| Nurs 550 Primary Care of Children & Adolescents - 5 | Nurs 550 Primary Care of Children & Adolescents - 5 |
| Nurs 552 Primary Care of Adults - 5 | Nurs 552 Primary Care of Adults - 5 |
| Nurs 554 Primary Care Internship - 5 | Nurs 554 Primary Care Internship - 5 |
| Total Credit Hours: 28 | Total Credit Hours: 17 |

4. Rationale for the proposed program change:

- The name change is required by the accrediting body, the Collegiate Commission on Nursing Education (CCNE) . The name of the degree or certificate concentration must reflect the patient population the advanced practice nurses is prepared to manage. This change has already been made for the degree concentration at WKU.
- This certificate is designed to provide the additional course work needed to prepare an advanced practice nurse who has previously completed an MSN and who is nationally certified in that specialty. Furthermore CCNE requires that an individual gap analysis be completed on each

student and that the curriculum be individualized to assist the student in meeting the educational requirements for the new practice role. The WKU MSN faculty has determined by a review of previously completers of this Post MSN Certificate, that the five courses listed in the proposed curriculum reflect the content universally required by our applicants. The gap analysis will allow identification of additional courses that the student must take to meet CCNE requirements. This decreases the total number of hours required from 28 to 17 credit hours.

5. Proposed term for implementation: Spring 2012

6. Dates of prior committee approvals:

MSN Committee/Department of Nursing April 1, 2011

CHHS Graduate Curriculum Committee May 5, 2011

Graduate Council 6-9-11

University Senate _____

Attachment: Program Inventory Form

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

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

1. Identification of program:

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

2. Objectives of the proposed certificate program:

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

3. Rationale:

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

- 3.4 Projected enrollment in the proposed certificate program: It is anticipated that several students presently enrolled in other WKU graduate programs, such as Social Work, Counseling and Student Affairs will be interested in this certificate. Each of these programs rely on some form of adult education to be successful in their job duties. Additionally, employees from the University of Kentucky's Cooperative Extension program will be able to use this course to meet requirements to move up in their career ladder and gain promotion within their workplace. Based on these potential populations, it is estimated that the program may enroll 10-15 students per year.
- 3.5 Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions): CalState-Chico (Community College Faculty and Adult Education – focuses on those individuals seeking to improve their teaching in community colleges or in adult education settings).
- 3.6 Relationship of the proposed certificate program to the university mission and objectives: The proposed certificate program will aid students in meeting the needs of the workforce and community through outreach and service. Students who complete the proposed certificate program will be able to continue to develop lifelong learning within themselves and others.

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| Educational Administration, Leadership and Research Department: | _____ |
| | __ March 29, 2011 _____ |
| CEBS Curriculum Committee | May 3, 2011 |
| Graduate Council | ____ 6-9-11 _____ |
| University Senate | |

Attachment: Program Inventory Form

Proposal Date: 3/15/2010

**Office of Graduate Studies and Research
Proposal to Revise an Academic Policy
(Action Item)**

Contact Person: Lisa Murrell, lisa.murrell@wku.edu, 5-2446

1. **Identification of proposed policy revision:** International Student Admission Requirements.
2. **Catalog statement of existing policy:** Evidence of ability to communicate in English: (A minimum of 550 on the paper based TOEFL, a minimum of 79 on the iBT TOEFL, or a minimum of 6.0 on the IELTS)
3. **Catalog statement of proposed policy:** Evidence of ability to communicate in English: (A minimum of 550 on the paper based TOEFL, a minimum of 79 on the iBT TOEFL, or a minimum of 6.5 on the Academic Training IELTS).
4. **Rationale for proposed policy revision:** Acceptance of the Academic Training IELTS allows international students an additional test option to provide evidence of their ability to communicate in English. This test measures ability to communicate in English across all four language skills – listening, reading, writing, and speaking – for people who intend to study or work where English is the language of communication. The current 6.0 score was proposed when the test first became an option for international applicants. The proposed 6.5 score more appropriately reflects an adequate measurement of ability to communicate in English.
5. **Impact of proposed policy revision on existing academic or non-academic policies:** None
6. **Proposed term for implementation:** Fall 2011
7. **Dates of prior committee approvals:**

Graduate Council

____5-12-11____

University Senate
