

GRADUATE COUNCIL REPORT TO THE UNIVERSITY SENATE

DATE: August 2014
FROM: The Graduate School

The Graduate Council submits the following items from the **May 8, 2014** meeting for consideration.

Information Items:

- I. Revise a Course Prefix
JOUR to AD
JOUR to PR

Consent Items:

- I. Delete a Course
CD 481G Normal Speech and Language
CD 485G Diagnostic Procedures for Communication Disorders
- II. Revise a Course Number
PSYS 430G Psychology of Women
PSYS 485G Psychology of Religion
- III. Delete a Program
017 History minor
111 Master of Arts in Education: History

Action Items:

- I. Create a New Course
HIST 518 Reformation Europe
- II. Create a New Degree Program
Doctor of Psychology

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prefix (Subject Area)
(Information Item)**

Contact Person: Cliff Shaluta, cliff.shaluta@wku.edu 270 745-5833

1. **Identification of current course prefix:** JOUR
2. **Identification of proposed course prefix:** AD
3. **Rationale for the prefix revision:** The School of Journalism & Broadcasting historically uses only the JOUR or BCOM prefix to identify all courses offered within each of the School's separate majors, the new FILM major being the only exception. With significant curriculum revisions underway within the SJ&B, students must now be able to clearly and quickly identify elective courses outside their chosen major, but within the School's course offerings. This change strengthens the SJ&B Core Curriculum proposal by delineating courses and their associated prefixes by major area of study.
4. **Course numbers to be included under the new course prefix:** 536 and 537
5. **Term of implementation:** 201505
6. **Dates of notification to committees:**

SJ&B Curriculum Committee	<u>10/30/2013</u>
School of Journalism & Broadcasting	<u>11/1/2013</u>
PCAL Curriculum Committee	<u>12/5/2013</u>
Undergraduate Curriculum Committee	<u>1/30/2014</u>
Graduate Council	<u>5/8/14</u>
University Senate	<u> </u>

**Potter College of Arts & Letters
School of Journalism & Broadcasting
Proposal to Revise Course Prefix (Subject Area)
(Information Item)**

Contact Person: Ken Payne, ken.payne@wku.edu, 5-3968

1. Identification of current course prefix: JOUR

2. Identification of proposed course prefix: PR

3. Rationale for the prefix revision: The School of Journalism & Broadcasting historically uses only the JOUR or BCOM prefix to identify all courses offered within each of the School's separate majors, the new FILM major being the only exception. With significant curriculum revisions underway within the SJ&B, students must now be able to clearly and quickly identify elective courses outside their chosen major, but within the School's course offerings. This change strengthens the SJ&B Core Curriculum proposal by delineating courses and their associated prefixes by major area of study.

5. Course numbers to be included under the new course prefix: 543 and 547

6. Term of implementation: 201505

7. Dates of notification to committees:

PR Program Committee	10/24/2013
SJ&B Curriculum Committee	10/30/2013
School of Journalism & Broadcasting	11/1/2013
PCAL Curriculum Committee	12/5/2013
Undergraduate Curriculum Committee	1/30/2014
Graduate Council	5/8/14
University Senate	

**College of Health and Human Services
Communication Sciences and Disorders
Proposal to Delete a Course
(Consent Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course:

- 1.1 Current course prefix and number: CD 481G
- 1.2 Course title: Normal Speech and Language

2. Rationale for the course deletion: A graduate course covering the same content has been developed so the 'G' course is no longer needed.

3. Effect of course deletion on programs or other departments, if known: none; students who would have taken CD 481G will now take SLP 517 (Normal Language Development)

4. Proposed term for implementation: Spring 2015

5. Dates of prior committee approvals:

Department of Communication Sciences and Disorders
CHHS Graduate Curriculum Committee
PEC
Graduate Council
University Senate

February 28, 2014

March 24, 2014

April 9, 2014

5/8/14

**College of Health and Human Services
Communication Sciences and Disorders
Proposal to Delete a Course
(Consent Item)**

Contact Person: Lauren Bland, lauren.bland@wku.edu, 745-8860

1. Identification of course:

- 1.1 Current course prefix and number: CD 485G
- 1.2 Course title: Diagnostic Procedures for Communication Disorders

2. Rationale for the course deletion: This was offered to graduate students who did not have a diagnostics class before entering graduate school. Department policy is now that students must have an undergraduate diagnostic course before being considered for admission. Consequently, the class is no longer needed at the graduate level.

3. Effect of course deletion on programs or other departments, if known: none

4. Proposed term for implementation: Spring 2015

5. Dates of prior committee approvals:

Department of Communication Sciences and Disorders
CHHS Graduate Curriculum Committee
PEC
Graduate Council
University Senate

February 28, 2014

March 24, 2014

April 9, 2014

5/8/14

**Potter College of Arts & Letters
History Department
Proposal to Delete a Program
(Consent Item)**

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of program:

- 1.1 Program reference number: 017
- 1.2 Program title: Master of Arts in Education: History, minor
- 1.3 Credit hours: 12

2. Rationale for the program deletion:

No students are currently enrolled in this program and few, if any, have enrolled in the program over the last decade. The 2011-12 revision in the MAE for Secondary Education for Teacher Leaders program (#0435) in the School of Teacher Education changed the number of credit hours for content specific courses to a maximum of 6, leaving not sufficient number of elective courses for a student to complete this program.

3. Effect on current students or other departments, if known:

We would still reserve spaces to any students from the MAE programs seeking graduate courses in History, so this should not have an impact on any department

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

History Department	<u>March 24, 2014</u>
PCAL College Curriculum Committee	<u>April 3, 2014</u>
Professional Education Council (if applicable)	<u>April 9, 2013</u>
Graduate Council	<u>5/8/14</u>
University Senate	_____

**Potter College of Arts & Letter
History Department
Proposal to Delete a Program
(Consent Item)**

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of program:

- 1.1 Program reference number: 111
- 1.2 Program title: Master of Arts in Education: History, major
- 1.3 Credit hours: 18

2. Rationale for the program deletion:

Not many students have ever enrolled in the MAE: History Major (Ref#111) over the last decade, and only 4 students have completed the program since 2007. The 2011-12 revision in the MAE for Secondary Education for Teacher Leaders program in the School of Teacher Education and the addition of the MAT program render this program unnecessary for the School of Teacher Education.

3. Effect on current students or other departments, if known:

The only student currently enrolled in this program is moving to the Ref #78 program. We will not accept any new students into the program for the upcoming semester. Any students applying to the program will be directed to either apply for the MAT (Ref. # 0495) if their goal is to pursue initial teaching certification, MAE (Ref. # 0435) if their primary interest is graduate training in pedagogy and education, or to the MA in History (Ref# 78) if their objective is graduate training in the subject area of History. The program is housed in the History Department. We would still reserve space for students needing graduate courses in History, so this should not have an impact on any department

4. Proposed term for implementation: Fall 2014

5. Dates of prior committee approvals:

History Department	<u>March 24, 2014</u>
PCAL College Curriculum Committee	<u>April 3, 2014</u>
Professional Education Council (if applicable)	<u>April 9, 2014</u>
Graduate Council	<u>5/8/14</u>
University Senate	_____

**Potter College of Arts & Letters
History Department
Proposal to Create a New Course
(Action Item)**

Contact Person: Beth Plummer, beth.plummer@wku.edu, 5-5739

1. Identification of proposed course:

- 1.1 **Course prefix:** HIST 518
- 1.2 **Course title:** Topics in Reformation Europe
- 1.3 **Abbreviated course title:** Topics in Reformation Europe
- 1.4 **Credit hours:** 3, repeatable one time with a different topic for a total of six credits. **Variable credit** (no)
- 1.5 **Grade type:** Standard Letter Grade
- 1.6 **Prerequisites/corequisites:** None.
- 1.7 **Course description:** A study of the religious, political, and social history of Europe from the late Middle Ages to the end of the religious wars in 1648, focusing on differing themes related to the Protestant and Catholic reform movements. May be repeated once for credit with a different topic.

2. Rationale:

- 2.1 **Reason for developing the proposed course:** The number of graduate students M.A. program in History has doubled in the last five years, with potential for continued expansion. This growth has made it necessary to add additional courses in a number of key areas, including Pre-modern European History. We are adding course in this key area of concentration due to increased student demand. Currently the History Department does not offer any courses devoted exclusively to the field of Reformation Europe, which is a common sub-field offered in sizeable graduate programs. Most graduate programs, M.A. and Ph.D., in History offer this type of coursework and M.A. students seeking admission to Ph.D. programs in this field need to demonstrate sufficient coursework in this area. Over the last decade, this course has been offered several times as independent studies and twice as a temporary course.
- 2.2 **Projected enrollment in the proposed course:** 10-15, based on previous enrollment for this course.
- 2.3 **Relationship of the proposed course to courses now offered by the department:** There is an undergraduate Reformation course (HIST 318), but this course is more scholarly and more focused on historiography and scholarship of the Reformation. HIST 419G (Tudor-Stuart England) covers England over part of the period; HIST 606 (European History) has previously been used to offer similar courses, but will no longer be used for that purpose. None of these courses focus on the entire time period or historiography of Reformation Europe covered in this course.
- 2.4 **Relationship of the proposed course to courses offered in other departments:** Religious Studies department offers RELS 430G Christianity to 1517 and RELS 431G Christianity 1517 to the Present, which both cover some material covered in HIST 518, but not with the same focus on historiography.
- 2.5 **Relationship of the proposed course to courses offered in other institutions:** Reformation Europe is a major field offered in most graduate history programs.

Among our benchmark universities: Central Michigan University offers HIST 741 Protestant and Catholic Reformations; Eastern Carolina University offers HIST 5360. The Reformation, 1450-1598; Indiana State University offers HIST 556 The Reformation; Northern Illinois University offers HIST 521 The Catholic and Protestant Reformations

Among our non-benchmark universities: University of Maryland Baltimore County offers HIST 666 The Reformation; Vanderbilt University offers HIST 225 Reformation Europe; University of Arizona offers HIST 509 The Reformation; University of Louisville offers HIST 572 The Age of Reformation; Duke University offers HIST 523S Religion and Society/Reform; John Carroll University offers HIST 412 Reformation Europe; University of Texas at Tyler offers HIST 5353 Reformation Europe; University of Alabama offers HY 544 Reformation and Counter Reformation.

3. Discussion of proposed course:

3.1 Schedule type: S

3.2 Learning Outcomes:

Students will be expected to be able to:

- Understand current major scholars, scholarly interpretations, and methodologies in the field of Reformation Studies.
- Discuss the most recent trends of research and historiography in Reformation Studies.
- Demonstrate ability to understand and interpret critically Reformation primary sources using tools of professional historians.
- Demonstrate critical analytical and interpretative skills necessary for professional teachers and historians through discussions, article abstracts, analytical essays, and research paper.

The course will:

- Provide a basis for further studies and research in Pre-Modern Europe, whether as an MA examination field, a teaching area for secondary educators, or research area for students writing a MA thesis or considering pursuing a Ph.D.

- #### 3.3 Content outline:
- The course will be offered on various topics. Recent Reformation topics offered as either HIST 590 or temporary HIST 518 include Luther and the German Reformation; Reformation England; Calvin and Calvinism; and Community and Popular Piety in the Reformation. The course outline given below is from the latter, and is representative of the type of seminar that could be offered. Different semesters, and instructors, could focus on different topics, depending on the needs of the students and the program:

Section One: Reformation Backgrounds

Week One: Introduction and Historiography

Peter Marshall, *The Reformation: A Very Short Introduction*

Choose two below:

Thomas A. Brady, Jr., "From Revolution to the Long Reformation: Writings in English on the German Reformation, 1970-2005"

Peter Marshall, "(Re)defining the English Reformation"

Susan C. Karant-Nunn, "Changing One's Mind: Transformations in Reformation History from a Germanist's Perspective"

Philip Gorski, "Historicizing the Secularization Debate: Church State, and Society in Late Medieval and Early Modern Europe, ca. 1300 to 1700"

Week Two: Pre-Reformation Popular Religion and the Laity

Daniel Bornstein, "Living Christianity"

Erasmus, *Shipwreck*

Choose four below:

Eamon Duffy, "The Mass"

Caroline Walker Bynum, "The Blood of Christ in the Later Middle Ages"

Felicity Heal, "Communities and Belief"
Ronald Rittgers, "Between Hope and Fear"
Bob Scribner, "Rituals and Popular Religion in Catholic Germany at the Time of the Reformation"

Section Two: National Identity, Commemoration, and Biography: 1985, 2009, ...2017

Week Three: Luther

Melanchthon, *A History of the Life and Actions of Martin Luther and Funeral Oration*.
Lyndal Roper, "Martin Luther's Body: The 'Stout Doctor' and his Biographers"
Susan Boettcher, "Late Sixteenth Century Lutherans: A Community of Memory?"
Volker Leppin, "Martin Luther, Reconsidered for 2017"
Heiko Oberman, "Teufelsdröck: Eschatology and Scatology in the 'old' Luther"
Scott Hendrix, "Luther's Impact on the Sixteenth Century"
Bob Scribner, "The Reformer as Prophet and Saint: 16th Century Images of Luther"

Week Four: Calvin and the Building of Calvinism

Calvin, *On Civil Government and Resistance*
Philip Benedict, "The Second Generation: Calvin and Geneva"
Bruce Gordon, "Building Christ's Church"
William Naphy, "The Company of Pastors: Ministers or Masters"
Peter Marshall, "John Calvin and the English Catholics, c. 1565-1640"

Week Five: Reformation in England and Scotland

Ethan Shagan, *Popular Politics and the English Reformation* (Cambridge, 2003).

Week Six: Catholic Reform and the Counter Reformation

John W. O'Malley, "What is in a Name?"
Robert Bireley, "Introduction"
Keith Luria, "'Popular Catholicism' and the Catholic Reformation"
Peter Lake, "Anti-Popery: The Structure of a Prejudice"
Trevor Johnson, "Holy Fabrications: The Catacomb Saints and the Counter Reformation in Bavaria"

Section Three: Teaching the Reformation and Building a Church

Week Seven: Spreading the Message and the Culture of Persuasion

Andrew Pettegree, "The Dynamics of Conversion"
Andrew Pettegree and Matthew Hall, "The Reformation and the Book: A Reconsideration"
Bernd Moeller, "What was Preached in German Towns in the Early Reformation?"
Robert Scribner, "Oral Culture and the Diffusion of Reformation Ideas"
Rebecca Wagner Oettinger, "Thomas Murner, Michael Stifel, and Songs as Polemic in the Early Reformation"

Week Eight: Reading, Books, and Personal Belief

Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (Baltimore, 1992)

Week Nine: Reformation of Ritual

Christopher Haigh, "'A Matter of Much Contention in the Realm': Parish Controversies over Communion Bread in Post-Reformation England"
Margo Todd, "Profane Pastimes and the Reformed Community"
Susan C. Karant-Nunn, "To Beat the Devil: Baptism and the Conquest of Sin"
Bridget Heal, "Marian Piety in Lutheran Germany"

Week Ten: Superstition and Supernatural in Popular Beliefs

Alison Rowlands, "'Superstition', Magic, and Clerical Polemic in Seventeenth-Century Germany"
Bruce Gordon, "Malevolent Ghosts and Ministering Angels: Apparitions and Pastoral Care in the Swiss Reformation"
Helen Parish, "'Lying Histories Faying False Miracles': Magic, Miracles and Mediaeval History in Reformation Polemic"

R. W. Scribner, "The Reformation, Popular Magic and the 'Disenchantment of the World'"

Section Four: Toleration and Conflict

Week Eleven: Guild Reformation and Women

Lyndal Roper, *The Holy Household: Woman and Morals in Reformation Augsburg* (Oxford, 1989).

Week Twelve: Rural Reformation and Communalism

Tom Scott, "The German Peasants' War and the 'Crisis of Feudalism': Reflections on a Neglected Theme"

Peter Blickle, "Reformation and Communal Spirit: The Reply of the Theologians to Constitutional Change in the Late Middle Ages"

Amy Burnett, "Basel's Rural Pastors as Mediators of Confessional and Social Discipline"

P.J. Broadhead, "Public Worship, Liturgy, and the Introduction of the Lutheran Reformation in the Territorial Lands of Nuremberg"

Eric Nelson, "The Parish in its Landscapes: Pilgrimage Processions in the Archdeaconry of Blois, 1500-1700"

Week Thirteen: Reformation in the Cities: Conflict

Barbara Diefendorf, *Beneath the Cross: Catholics and Protestants in Sixteenth Century Paris* (Oxford, 1991).

Week Fourteen: Reformation in the Cities: Coexistence

Luc Racaut and Alec Ryrie, "Between Coercion and Persuasion"

C. Scott Dixon, "Urban Order and Religious Coexistence in the German Imperial City: Augsburg and Donauwörth, 1548-1608"

Duane Corpis, "Space and Urban Life in Augsburg, 1648-1750"

Katharine J. Lualdi, "Persevering in the Faith: Catholic Worship and Communal Identity in the Wake of the Edict of Nantes"

Jesse Spohnholz, "Multiconfessional Celebration of the Eucharist in Sixteenth-Century Wesel"

Michael Graham, "Conflict and Sacred Space in Reformation-Era Scotland"

Benjamin Kaplan, "Diplomacy and Domestic Devotion: Embassy Chapels and the Toleration of Religious Dissent in Early Modern Europe"

Section Five: Into the Seventeenth Century. Success, Failure, or What next?

Week Fifteen: Confessionalization and Difference

Heinz Schilling, "Confessionalization in the Empire: Religious and Societal Change in Germany between 1555 and 1620"

Wolfgang Reinhard, "Pressures towards Confessionalization? Prolegomena to a Theory of the Confessional Age"

David Mayes, "Heretics or Nonconformists?: State Policies Toward Anabaptists in Sixteenth-Century Hesse"

Katherine Comerford, "Clerical Education, Catechesis, and Catholic Confessionalism: Teaching Religion in the Sixteenth and Seventeenth Centuries"

Gerald Strauss, "Success and Failure in the German Reformation"

3.4 **Student expectations and requirements:**

Students will be required to read and evaluate scholarly literature in the field, engage in scholarly discussions and debates about Reformation Europe, and pursue research projects using the methods and approaches of Reformation History. Students will turn in approximately 35-40 pages of formal written work for grades in the form of article abstracts, book reviews, secondary analytical essays, and research papers. The students will be graded on participation in class discussions and all written work.

3.5 **Tentative texts and course materials:**

Course topics and themes will vary, as will the course materials. In general, students will be expected to read at least 150-200 pages per week in the form of scholarly articles and books. See above in 3.3 for an example of how this works in practice.

Example of required texts for a course on Calvin, Calvinism & the English Reformation:

- Gordon, Bruce. *The Swiss Reformation*. Manchester University Press, 2002.
- McGrath, Alister. *A Life of John Calvin: A Study in the Shaping of Western Culture*. Cambridge, MA: Blackwell, 1990.
- Naphy, William G. *Calvin and the Consolidation of the Genevan Reformation*. New York: Manchester University Press 1994.
- Mentzer, Raymond A., ed. *Sin and the Calvinists: Morals Control and the Consistory in the Reformed Tradition*. Kirksville, MO: 16th C. Journal, 1994.
- Steinmetz, David. *Calvin in Context*. New York: Oxford University Press, 1995.
- Spierling, Karen E. *Infant Baptism in Reformation Geneva: The Shaping of a Community, 1536-1564*. Burlington, VT: Ashgate, 2005.
- Benedict, Philip. *Christ's Churches Purely Reformed: A Social History of Calvinism*. Yale, 2002.
- Nischan, Bodo. *Prince, People, and Confession: The Second Reformation in Brandenburg*. University of Pennsylvania Press, 1994.
- Schilling, Heinz. *Civic Calvinism in Northwest Germany and the Netherlands, Sixteenth to Nineteenth Centuries*. Truman State UP, 1992.
- Hsia, R. Po-chia, and Henk van Nierop, eds. *Calvinism and Religious Toleration in the Dutch Golden Age*. New York: Cambridge University Press, 2004.
- Kaplan, Benjamin. *Calvinists and Libertines: Confession and Community in Utrecht, 1578-1620*. Oxford, 1995.
- Diefendorf, Barbara B. *Beneath the Cross: Catholics and Huguenots in Sixteenth-Century Paris*. New York: Oxford University Press, 1991.
- Benedict, Philip. *Rouen During the Wars of Religion*. Cambridge University Press, 2004.
- Mentzer, Raymond, and Andrew Spicer, eds. *Society and Culture in the Huguenot World, 1559-1685*. Cambridge University Press, 2006.
- Duffy, Eamon. *Stripping of the Altars*. New Haven: Yale University Press, 1994.
- Shagan, Ethan. *Popular Politics and the English Reformation*. Cambridge: Cambridge University Press, 2002.
- Lake, Peter. *The Boxmaker's Revenge: 'Orthodoxy,' 'Heterodoxy,' and the Politics of the Parish in Early Stuart London*. Stanford University Press, 2002.
- Todd, Margo. *The Culture of Protestantism in Early Modern Scotland*. New Haven: Yale University Press, 2002.

4. Resources:

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

5. Budget implications:

- 5.1 **Proposed method of staffing:** Current faculty is sufficient. Faculty in the field of Early Modern European history will now teach this course instead HIST 590 or HIST 606 as part of their normal course rotation.
- 5.2 **Special equipment needed:** None
- 5.3 **Expendable materials needed:** None
- 5.4 **Laboratory materials needed:** None

6. Proposed term for implementation: Fall 2014

7. Dates of prior committee approvals:

History Department

PCAL College Curriculum Committee

Graduate Council Curriculum Committee

University Senate

March 24, 2014

April 3, 2014

5/8/14

PROPOSAL FOR A NEW DOCTORAL PROGRAM

Institution Submitting Proposal: Western Kentucky University
EEO Status:
Degree Designation as on Diploma: Doctor of Psychology (Psy.D.)
Title of Proposed Degree Program: Applied Psychology
CIP Code: 48.2805
Academic Unit (e.g. Department, Division, School): Department of Psychology
Name of Academic Unit :
Name of Program Director: Dr. Rick Grieve
Intended Date of Implementation: Fall 2015
Anticipated Date for Granting First Degrees: Spring 2018
Name, Title and Information of Contact Person: Dr. Rick Grieve
Professor of Psychology
Coordinator, Clinical Psychology Program
Department of Psychology
1906 College Heights Blvd #21030
Bowling Green, KY 42101
Date of Governing Board Approval:
Date of CPE Approval:

Evaluation Criteria

All actions in the approval of new programs for public institutions are subject to a stipulation regarding the program's ability to attain specified goals that have been established by the institution and approved by the Council on Postsecondary Education (the Council). At the conclusion of an appropriate period of time, the program's performance shall be reviewed by Council staff following criteria established in the Council's Academic Programs Policy.

A. Centrality to the Institution's Mission and Consistency with State's Goals

A program will adhere to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan.

1. List the objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that this program will address.

The Psy.D. in Applied Psychology prepares students to:

- Function as competent practitioner/scholars, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration;
- Provide ethical, competent, and professional supervision of psychological practice in their communities of practice; and
- Contribute to the practice and scholarship of psychology, consistent with the practitioner/scholar model, with the capacity to review scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.

2. Explain how the proposed program relates to the institutional mission and academic plan.

The proposed program has a strong fit with the University's mission statement:

*"Western Kentucky University prepares students to be productive, engaged, and socially responsible citizen-leaders of a global society. It provides research, service and lifelong learning opportunities for its constituents. WKU is responsible for stewarding a high quality of life for those within its reach."*¹

The proposed program's fit with WKU's mission is supported by the following points:

- Productive, engaged, and socially responsible citizen-leaders: Doctoral-level practitioners are trained to be leaders within the community. They work with others in a variety of settings as force-multipliers, removing emotional and behavioral barriers to effective lives. Thus, they enable citizens to be more productive, engaged, and socially responsible.
- Global Society: It is clear from focus group discussions that current program graduates already work with culturally diverse populations, even in rural Kentucky. Diversity is implicit to the training and work sites for both clinical and school psychologists. Understanding and working effectively with people from diverse cultural backgrounds is a core value of Psychology and a professional expectation of those working in the field. Psychologists are sensitive to diversity issues in terms of client needs and client populations. The American Psychological Association looks for these issues to be addressed when programs are undergoing the accreditation process. Thus, courses addressing such knowledge and providing such experiences will be built into the Doctor of Applied Psychology program. Further, the program is expected to attract international applicants. Each semester there are more than 10 international students who inquire about the Clinical Psychology Master of Arts (M.A.) program and the School Psychology Educational Specialist (Ed.S.) program. In addition, over the last three years, there have been at least four international applicants to these programs. It is expected that these trends will continue for the Doctor of Applied Psychology program.
- Life-long Learning and Quality of Life: The Doctor of Applied Psychology program will provide opportunities for graduates to advance their education, thereby providing better services to their communities, and to develop applied research, especially in the regions of Kentucky from which students will be recruited. Further, life-long learning is a professional value in Psychology and an expectation for graduates. It is also a requirement in the form of continuing education for maintaining licensure as a health service provider (the doctoral level license for clinical psychologists) in Kentucky and for certification through the National Association of School Psychologists in order to work in the school systems as a practitioner. An additional expectation for doctoral-level practitioners is that they conduct professional development workshops within their agencies and in the community at large. Further, training programs that are accredited by the American Psychological Association are expected to provide

¹ Western Kentucky University. [Challenging the Spirit Action Plan 2012-2013 to 2017-2018](http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf).
http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf

training experiences for professionals in the community. Thus, faculty and students involved with the Doctor of Applied Psychology program will be involved with creating and disseminating professional development experiences for mental health providers in the community.

The proposed program also has a strong fit with the strategic plan of WKU: Challenging the Spirit Action Plan 2012-2013 to 2017-2018.² The strategic plan identifies four goals: *foster academic excellence, promote a dynamic and diverse university community, improve quality of life for our communities, and support the core mission with a robust campus infrastructure.*

- *Foster Academic Excellence:* The Doctor of Applied Psychology program will raise the bar for excellence in the practice and study of psychology, providing a career path for students from a variety of backgrounds and promoting increased research on the behavioral health needs of schools and communities in south central Kentucky. Doctoral-level expertise will invigorate behavioral health services in rural Kentucky where shortages of providers are significant.³ For example, seven western Kentucky counties have no behavioral health practitioners.⁴ Because doctoral-level practitioners must supervise master's-level practitioners, a lack of doctoral-level psychologists who are qualified to be supervisors limits the type of mental health professionals that organizations can hire. A regular supply of doctoral graduates can help move persons with lower levels of licensure into underserved areas while also increasing the number of doctoral-level psychologists. "Increasing the providers in these areas would involve rural placements of students, supervision of newly graduated providers in rural areas, and identifying what factors influence providers establishing a practice in rural, frontier, remote, and island areas."⁵ In addition, doctoral students will bring to the program a variety of professional backgrounds that will enhance the scholarly and research experiences of students in the Clinical Psychology M.A., the School Psychology Ed.S., and the baccalaureate programs in Psychology at WKU through increased research activities and opportunities for engagement across the various program levels. A doctoral program will attract candidates of the highest quality for faculty positions within the department and related departments in the university. It is anticipated that there will be opportunities to work with other units around the globe, such as Nanjing University and Harlaxton University. These are units with whom WKU already has a relationship.
- *Promote a Dynamic and Diverse University Community:* The proposed program will provide an incentive to outstanding baccalaureate students to be successful at the undergraduate level, as it will model a career path for them. Employment of doctoral-

² Western Kentucky University. [Challenging the Spirit Action Plan 2012-2013 to 2017-2018](http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf).

http://www.wku.edu/academicaffairs/documents/challenging_the_spirit_action_plan_2012-18.pdf

³ Gray, J.S. (2011). [Rural mental health research white paper for National Institute of Mental Health](http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf). Grand Forks, ND: University of North Dakota. P. 51. http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf

⁴ U.S. Department of Health and Human Services, Health Resources and Services Administration. (2013). [Find shortage areas](http://hpsafind.hrsa.gov/HPSASearch.aspx). <http://hpsafind.hrsa.gov/HPSASearch.aspx>

⁵ Gray, J.S. (2011). [Rural mental health research white paper for National Institute of Mental Health](http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf). Grand Forks, ND: University of North Dakota. P.20. http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf

level clinical and school psychologists is expected to grow at a rate faster than average for all occupations through 2020 (at a rate of 22%).⁶ It is anticipated that a number of international applicants will apply to the program. The current M.A. and Ed.S. programs have a fair number of international applicants. There is no reason to expect that this trend will do anything but increase.

- *Improve Quality of Life for Our Communities:* The National Survey on Drug Use and Health estimates the rate of serious mental illness among adults aged 18 or older at 18.1%.⁷ The shortage of doctoral-level psychologists and thus a lack of supervisors is a limiting factor on the employability of behavioral health providers with non-doctoral degrees. According to the National Advisory Committee on Rural Health and Human Services, “The stark reality is that there are few behavioral health providers practicing in most small rural communities.”⁸ With more doctoral-level practitioners, agencies can employ persons with lower level credentials (who will be supervised by doctoral-level psychologists) and thus have increased capacity to serve more individuals. In a national survey of rural health providers, “having more practitioners” ranked first and “access to services for mental health disorders” ranked third in importance as means to enhance the health of those in rural areas.⁹ More behavioral health practitioners will help ameliorate suffering and improve productivity among the citizens as well as decreasing service costs for the state.
- *Support the Core Mission with a Robust Campus Infrastructure:* While this item primarily concerns “brick and mortar” issues, it is worth mentioning that WKU’s Department of Psychology already has a Psychological Training Clinic in the relatively new Gary Ransdell Hall that is large enough to handle the increase in clients that would come with implementation of the proposed program. As such, no new buildings or facilities will be needed and existing facilities will see increased utilization.

3. Explain how the proposed program addresses the state’s postsecondary education strategic agenda.

The proposed doctoral program in psychology reflects the statewide postsecondary education 2011-2015 strategic agenda, *Stronger by Degrees*¹⁰, in a number of ways. The proposed doctoral program contributes toward the vision that all Kentuckians will be prepared to succeed in a global economy by addressing multiple policy objectives from the *Stronger by Degrees* document. In general, the program will improve college and career readiness; student success; research, economic, and community development; and enhance efficiency and

⁶ U.S. Department of Labor, Bureau of Labor Statistics. (2010-2020). [Selected Occupational Projections Data for Clinical, Counseling, and School Psychologists](http://data.bls.gov/oepl/noeted). <http://data.bls.gov/oepl/noeted>

⁷ Substance Abuse and Mental Health Services Administration, Department of Health & Human Services. (2013). [Revised estimates of mental illness from the National Survey on Drug Use and Health](http://www.samhsa.gov/data/2k13/NSDUH148/sr148-mental-illness-estimates.htm). <http://www.samhsa.gov/data/2k13/NSDUH148/sr148-mental-illness-estimates.htm>

⁸ National Advisory Committee on Rural Health and Human Services. (April 2004). [The 2004 report to the Secretary: Rural health and human service issues](http://ftp.hrsa.gov/ruralhealth/NAC04web.pdf). P. 7 [ftp://ftp.hrsa.gov/ruralhealth/NAC04web.pdf](http://ftp.hrsa.gov/ruralhealth/NAC04web.pdf)

⁹ Bolin, J. & Bellamy, G. (2011). [Rural healthy people 2020](http://www.srph.tamhsc.edu/centers/srhrc/images/rhp2020). Texas A&M University and Florida State University. P. 6 <http://www.srph.tamhsc.edu/centers/srhrc/images/rhp2020>

¹⁰ Kentucky Council on Postsecondary Education. (2011-15). [Stronger by degrees](http://cpe.ky.gov/planning/). <http://cpe.ky.gov/planning/>

innovation of the existing university programs. The manner in which the proposed program addresses these policy objectives is described in more detail as follows:

The statewide vision is that *“All Kentuckians will be prepared to succeed in a global economy.”* Many Kentuckians, including veterans and children, are prevented from succeeding because of behavioral health challenges, such as post-traumatic stress disorder or learning disabilities. According to the National Alliance for the Mentally Ill, “only a little more than 1/3 [receive] any form of treatment in the public mental health system.”¹¹ The shortage of behavioral health practitioners¹² compounds the problem, causing, according to our stakeholder focus group, some children to wait for years to be evaluated and served. The proposed program is a step in the direction of enabling all Kentuckians to succeed by removing obstacles and guiding them to see their own potential.

The statewide mission is *“To deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.”* The Doctor of Applied Psychology program brings to Kentucky the most current behavioral health knowledge to enhance the quality of life for citizens in a wide variety of settings, including schools and both urban and rural settings. Graduates of the Doctor of Applied Psychology program will conduct higher-level research on the needs of the community and enable greater numbers of master’s-level and paraprofessionals, under supervision, to serve the population, thereby opening up more career paths as well as addressing the tremendous shortages in the state. Growing more professionals with this degree is truly a public good.

The proposed program reflects the statewide Council on Postsecondary Education strategic agenda in numerous ways. Specific policy objectives have been highlighted below:

- *College Readiness: Kentucky will be stronger by ensuring more high school graduates, GED® graduates, and working-age adults enter college prepared for credit-bearing work.*
 - *College Readiness Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.* Having more practitioners in the field will enable schools to do a better job of preparing all students to achieve educationally to their best level. Student difficulties will be dealt with sooner, and less time will be lost for educational pursuits. According to our focus group with school psychologists, some children have to wait years for evaluation and intervention because of insufficient personnel. With more school psychologists, obstacles to achievement will be addressed in a more timely fashion. An extensive body of research supports the conclusion that adverse early childhood experiences (e.g., poverty, abuse, neglect, toxic stress) have the potential to negatively impact children’s cognitive, physiological, and

¹¹ National Alliance for the Mentally Ill National and Kentucky. (March 2004). [The state of mental health services in Kentucky](http://www.nami.org/Template.cfm?Section=Kentucky&template=/ContentManagement/ContentDisplay.cfm&ContentID=14298).

<http://www.nami.org/Template.cfm?Section=Kentucky&template=/ContentManagement/ContentDisplay.cfm&ContentID=14298>

¹² U.S. Department of Health and Human Services, Health Resources and Services Administration. (2013). [Find shortage areas](http://hpsafind.hrsa.gov/HPSASearch.aspx). <http://hpsafind.hrsa.gov/HPSASearch.aspx>

socio-emotional development, thereby leading to poor medical, emotional, vocational, and educational outcomes for them as adults. Outcomes associated with adverse experiences include altered brain structures and processes, changes to metabolic rate and reactivity, poor regulation of the control and display of emotions, altered social interactions, and decreases in the amount and quality of language. Research has identified evidence-based services that can prevent the disruption of development and promote better developmental outcomes. However, these services are highly specialized and need to be matched to the problems of individual children and their families. Many of these interventions require expertise in the application of the science of psychology and training in evidence-based practices from the field of psychology. An increase in the number of professionals with this training in the workforce enhances schools' capacities to effectively address and prevent the development of barriers to educational attainment.¹³

- *College Readiness Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.* School psychologists are skilled in training and consulting with teachers and school leaders in the effective handling of behavioral, instructional, and mental health concerns as well as data-based problem solving and program evaluation. A school psychologist can enhance the overall effectiveness of the staff at a school to meet the learning and social needs for children and youth with and without disabilities. Having school psychologists available to other school personnel can help to enhance the effectiveness of teachers and school leaders. Graduates of the Doctor of Applied Psychology program, as well as the doctoral program faculty, can provide professional development to the school systems because of the closer ties that result from shared practica and internships. Schools will be looking to increase their capacity to deal with mental health issues, bullying, and crisis management, to respond to recent federal legislation¹⁴ as well as to create positive, supportive environments that will maximize student learning.
- *Student Success: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens.*
 - *Student Success Policy Objective 4: Increase high quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.* The Doctor of Applied Psychology program was designed to meet American Psychological Association (APA) and National Association of School Psychologists (NASP) accreditation standards and accreditation will be sought for the program. According to professional standards in psychology, the highest quality doctoral programs are those that meet the accreditation

¹³ Harvard University. (2014). Center on the developing child. Retrieved from: <http://www.developingchild.harvard.edu>.

¹⁴ For example, *The Mental Health Awareness and Improvement Act of 2013 (S.689)*.

standards of APA and NASP. As the proposed program has been designed to meet these standards, its availability to Kentucky citizens will be an important step toward increasing the number of Kentuckians prepared to succeed in college and beyond. Students accepted into the program will receive individual mentoring in terms of courses they should select to develop their education and skills in the areas in which they want to practice upon graduation. This individual mentoring and attention to the needs of diverse learners should result in a greater success rate for the graduate students in the Doctor of Applied Psychology program. Providing a clear career path for them will also assist them in achieving their goals. Being able to stay in their home region and attend to other needs while working on their doctoral degrees is also attractive to prospective students. Students will be able to continue supporting the mental health workforce while completing their degrees. The training on rural and underserved populations should be attractive to underrepresented student groups.

- *Research, Economic, and Community Development: Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.*
 - *Research, Economic, and Community Development Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.* Students in the Doctor of Applied Psychology program will be engaged in applied research in the area of behavioral health which is based on the science of psychology. This work will engage professionals from a variety of disciplines and will thereby prepare program graduates for collaborative work in their professional careers. One objective of the proposed program is to train professionals who will routinely evaluate the effectiveness or impact of their services and/or the programs within which they work. In doing so, they will be adding to the knowledge base and disseminating their findings.
 - *Research, Economic, and Community Development Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.* The employers in our stakeholder focus groups clearly indicated a desire to partner with the program faculty and students and to build connections that will enhance their and the proposed program's missions in order to "improve the health of Kentucky's people" by aligning with workforce needs.
- *Efficiency and Innovation: Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality level in a challenging resource environment.*
 - *Efficiency and Innovation Policy Objective 8: Increase academic productivity through program innovations.* The Doctor of Applied Psychology program is

designed for nontraditional students and specifically those already working in the community and school settings at the master's and specialist levels.

- *Efficiency and Innovation Policy Objective 9: Maximize the use of postsecondary and adult education resources.* The Doctor of Applied Psychology program will build upon existing degree programs, which will allow students to deepen their knowledge with minimal extra time. Additionally, students in the Doctor of Applied Psychology program will use the existing resources at WKU, including the Psychology Training Clinic and the associated assessment and therapy materials, to maximum effect. Further, doctoral students will receive part of their training in supervision through providing supervision to students in the Clinical Psychology M.A. program, thus maximizing the student resources and breadth of supervisory experiences simultaneously.

4. Explain how the proposed program furthers the statewide implementation plan.

The proposed program furthers the statewide Council on Postsecondary Education implementation plan in numerous ways. Specific strategies have been highlighted below:

College Readiness: Kentucky will be stronger by ensuring more high school graduates, GED® graduates, and working-age adults enter college prepared for credit-bearing work.

- *College Readiness Policy Objective 1: Increase the number of college-ready Kentuckians entering postsecondary education.*
 - *Strategy 1.2: Support effective intervention strategies for underprepared students prior to postsecondary admission.* Without sufficient numbers of school psychology practitioners and supervisors, students will not be evaluated or receive effective interventions in a timely manner. The complexity of interventions for children with a variety of neurological and behavioral problems requires highly skilled practitioners who can effectively match interventions to individual needs and implement them.
- *College Readiness Policy Objective 3: Increase the effectiveness of Kentucky's K-12 teachers and school leaders.*
 - *Strategy 3.1. Ensure K-12 educator preparation programs attract, retain, and prepare highly effective teachers and school leaders.* Retention and growing a workforce of K-12 educators is a challenge for the state.¹⁵ The Prichard report encourages universities to increase involvement of faculty in schools and school psychology faculty would be viable candidates for such engagement. In addition, the Prichard report also found that "Support for all teachers—beginning and experienced—is critical to their ability to succeed and influences their decisions to remain in the profession." Having more school psychologists available as a result of the Psy.D. program would relieve some of the pressures on K-12 educators and give them a support system for addressing classroom and student concerns.
 - *Strategy 3.2. Expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.* In the past our Masters program has

¹⁵ Prichard Committee Team on Teacher Effectiveness. (2013, Dec.) Strengthening the Teaching Profession in Kentucky. Retrieved from <http://www.prichardcommittee.org/media-center/strengthening-teaching-profession-kentucky>

periodically offered continuing education activities to the community and our current faculty have done consultation with the school systems. We expect that to continue and even grow with more faculty. Masters-level students are also engaged in professional development for the schools. The Advanced Practice Intervention class and other classes involve projects that respond to school district needs. A doctoral program will also provide graduate students with the skill level to provide professional development both as service and as part of their research.

Student Success: Kentucky will be stronger by ensuring more of its people complete college with the skills and abilities to be productive, engaged citizens

- *Student Success Policy Objective 4: Increase high quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.*
 - *Strategy 4.2. Provide institution and student incentives to increase high-quality degree production and completion rates.* Offering a doctoral program in the region will increase the ability of able students to complete their degree without having to move away from Kentucky and quit their current positions.
 - *Strategy 4.3. Increase the use of data, information, research, and technology to improve student learning and outcomes.* Doctoral dissertation projects on educational topics will be a productive source of data for adjusting interventions to the particular situation of Kentucky education.
 - *Strategy 4.4: Support new pathways for adult learners to enroll and complete postsecondary degrees and credentials.* Our stakeholder focus group participants clearly indicated that having a local option for a doctoral program was essential for them as adult learners. In addition, having nontraditional course schedules (e.g., nights, weekends) was important and will be a part of the new program.
 - *Strategy 4.6. Promote student engagement, undergraduate research, internships, and other educational opportunities that improve the quality of the student experience, develop leaders, and lead to success after graduation.* Doctoral student research projects will place the doctoral students in the role of leaders and research mentors to undergraduates. The increased opportunities for working with ongoing psychological research will engage undergraduates and give them experience critical for acceptance in other doctoral programs and for success on the job.

Research, Economic, and Community Development: Kentucky will be stronger by generating new knowledge and research investments, producing high-demand degrees, increasing the educational attainment of its workforce, and improving its communities.

- *Research, Economic, and Community Development Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.*
Students in the Doctor of Applied
 - *Strategy 6.2. Support collaborative research efforts that leverage university expertise, lead to research investments and commercialization in high-growth or emerging areas, and are aligned with business and industry growth.* Learning technologies and big data analysis of learning (e.g., MOOCs) are coming of age. Changes in the economics of health care through the Affordable Care Act are expected to drive changes in the delivery of behavioral health services. Both concentrations in the Psy.D. will be responsive to these emergent areas and doctoral students will be in a position to research the cutting edge of new trends and technologies. Kentucky will benefit from immediately responsive research and development of new models for service delivery.
 - *Strategy 6.6. Foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.* The doctoral faculty and students will drive innovations in research and applications to the communities they serve.

- *Research, Economic, and Community Development Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.*
 - *Strategy 7.1 Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.* The needs of the doctoral programs and community organizations will create mutually beneficial reasons to partner. The participants in our focus groups indicated a strong desire to collaborate and benefit from involvement with the doctoral program.
 - *Strategy 7.3 Maximize the impact of postsecondary education's contribution to improving the health of Kentucky's people.* We have already made a strong case for the behavioral health needs of this community and that servicing them better requires more doctoral level practitioners whether first contacted in the schools or through mental health units. Many of the physical health problems of today (weight, smoking, etc.) require behavioral health interventions.

Efficiency and Innovation: Kentucky will be stronger by creating new ways of serving more postsecondary students at a high quality level in a challenging resource environment.

- *Efficiency and Innovation Policy Objective 8: Increase academic productivity through program innovations.*
 - *Strategy 8.1 Increase productivity and maximize success for both traditional and nontraditional students through course redesign and alternative methods of program delivery.* As our target population will be those in the region seeking to add skills and credentials without having to leave work or home we will be supporting this strategy through delivery and design. Offering the program at all is an innovation as the comparison to other schools will testify.

- *Efficiency and Innovation Policy Objective 9: Maximize the use of postsecondary and adult education resources.*
 - *Strategy 9.3. Develop statewide policies that promote the effective and efficient use of capital facilities and infrastructure.* The state permitting this doctoral program will promote the effective and efficient use of existing infrastructure. The program will build on existing degree programs and use existing resources such as our Psychology Training Clinic as well as resource materials in the clinic.

B. Program Quality and Student Success

The curriculum should be structured to meet the stated objectives and student learning outcomes of the program.

1. List all student learning outcomes of the program.

Students who complete the program will be able to:

1. Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other under-served populations, in their chosen area of concentration.
 - 1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to issues of cultural and individual diversity, including socioeconomic status and the rural environment.
 - 1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.
 - 1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.
 - 1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.
 - 1.5. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.
 - 1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals.
 - 1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.
2. Provide ethical, competent, and professional supervision of psychological practice in their communities of practice.
 - 2.1. Describe the research and theories of supervision as well as professional standards for competence.
 - 2.2. Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.
 - 2.3. Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.
3. Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.
 - 3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.

- 3.2. Engage in data-based problem-solving when dealing with issues in their respective practice settings, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.
- 3.3. Design action-research based on the literature that advances the needs of the practice community, and evaluate and communicate the results.

2. Explain how the curriculum achieves the program-level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives.

The following course matrix provides an overview of the relationships between program-level student learning outcomes and courses in the curriculum.

Learning Objectives: Students who complete the program will be able to:	Courses
function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices, particularly for rural and other underserved populations, in their chosen area of concentration.	

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.1. Synthesize principles from the science of psychology and apply them to behavioral health problems in a variety of settings, adapting to issues of cultural and individual diversity, including socioeconomic status and the rural environment.</p>	<p>Students will be exposed to the breadth of human behavior within and across various cultures in the following courses:</p> <ul style="list-style-type: none"> • PSY 520 Individual Differences and Human Diversity • PSY 640 Psychopathology • PSY 701 History and Systems of Applied Psychology • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 785 Doctoral Seminar in School Psychology • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship • PSY 799 Dissertation • SPED 610: Characteristics of Autism Spectrum Disorders

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.2. Describe the theories, methods, measurement tools, data analysis, results and development of scientific psychology by studying the subfields that explore human behavior, affect, and cognition and the influences of biology and society.</p>	<p>Students will acquire a deep understanding of measurement and the results of psychological science research in the following courses:</p> <ul style="list-style-type: none"> • PSY 520 Individual Differences and Human Diversity • PSY 640 Psychopathology • PSY 701 History and Systems of Applied Psychology • PSY 741 Family Systems in Therapy • PSY 751 Clinical Psychopharmacology • PSY 799 Dissertation • EDLD 712 Research Methods and Design for Educational Leaders • EDLD 722 Measurement and Survey Methods for Educational Leaders

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.3. Apply to evidence-based practice their knowledge derived from the study of human development, individual differences, maladaptive behavior, and pathology.</p>	<p>These courses will provide students with the knowledge and the experiences to apply their skills to human behavior:</p> <ul style="list-style-type: none"> • PSY 520 Individual Differences and Human Diversity • PSY 521 Advanced Child Developmental Psychology • PSY 640 Psychopathology • PSY 741 Family Systems in Therapy • PSY 751 Clinical Psychopharmacology • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.4. Apply legislative, ethical and professional standards to legal and ethical issues of practice such as those involving insurance, technology, and privacy.</p>	<p>Throughout the program, but particularly in these courses, students will learn and apply ethical thinking and behavior to the issues of practice:</p> <ul style="list-style-type: none"> • PSY 701 History and Systems of Applied Psychology • PSY 777 Foundations of Supervision • PSY 785 Doctoral Seminar in School Psychology • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.5. Apply evidence-based practice to assess and define problems and to develop and implement interventions relying on their knowledge of theories and methods.</p>	<p>Students will learn to apply research methods and results to develop and implement interventions from these courses:</p> <ul style="list-style-type: none"> • PSY 741 Family Systems in Therapy • PSY 751 Clinical Psychopharmacology • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship • SPED 610 Characteristics of Autism Spectrum Disorders • SPED 618 Social Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders
<p>1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals.</p>	<p>Students will learn to effectively communicate real-world results to consumers, as well as to intervention team members, in these courses:</p> <ul style="list-style-type: none"> • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship

Learning Objectives: Students who complete the program will be able to:	Courses
<p>1.7. Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.</p>	<p>Students will become reflective practitioners as they review the outcomes of their treatment practices in these courses:</p> <ul style="list-style-type: none"> • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship
<p>form ethical, competent, and professional supervision of psychological practice in their communities of practice.</p>	
<p>2.1. Describe the research and theories of supervision as well as professional standards for competence.</p>	<p>Students will move from being recipients of supervision, to understanding the research, theories, and standards for supervision, in these courses:</p> <ul style="list-style-type: none"> • PSY 777 Foundations of Supervision • PSY 785 Doctoral Seminar in School Psychology • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision
<p>2.2. Evaluate the developmental level of a supervisee and appropriately structure a response to enable supervisee growth, based on their knowledge of the research and theories of supervision and sensitivity to cultural and individual differences.</p>	<p>These courses will guide the doctoral student in evaluating and developing competencies in their own supervisees:</p> <ul style="list-style-type: none"> • PSY 777 Foundations of Supervision • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship

Learning Objectives: Students who complete the program will be able to:	Courses
<p>2.3. Behave in a professional manner toward supervisees, supervisors and colleagues and with respect for professional boundaries.</p>	<p>Throughout their program, but particularly in these courses, students will be taught high standards in professionalism toward all those in their working environment:</p> <ul style="list-style-type: none"> • PSY 777 Foundations of Supervision • PSY 785 Doctoral Seminar in School Psychology • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship
<p>3. Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model with the capacity to review the scholarly literature, effectively integrate it with practice considerations, and evaluate outcomes.</p>	
<p>3.1. Demonstrate command of contemporary advances in the field with regard to scientific and theoretical advancements in general and those affecting their realm of practice in particular.</p>	<p>These courses will provide students with knowledge and command of current science and theory within their field and area of concentration:</p> <ul style="list-style-type: none"> • PSY 701 History and Systems of Applied Psychology • PSY 741 Family Systems in Therapy; • PSY 751 Clinical Psychopharmacology • PSY 766 Assessment of Autism Spectrum Disorder • PSY 777 Foundations of Supervision • PSY 785 Doctoral Seminar in School Psychology • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision • PSY 799 Dissertation

Learning Objectives: Students who complete the program will be able to:	Courses
<p>3.2. Engage in data-based problem-solving when dealing with issues in their respective practice settings, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation.</p>	<p>These courses will provide the tools needed for implementing action research following appropriate guidelines:</p> <ul style="list-style-type: none"> • PSY 520 Individual Differences and Human Diversity • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 801 The Profession of Clinical Psychology • PSY 877 Advanced Clinical Supervision • PSY 895 Pre-Doctoral Internship • PSY 799 Dissertation
<p>3.3. Design action-research based on the literature that advances the needs of the practice community, and evaluate and communicate the results.</p>	<p>Students will be able to design and implement action research that produces useful results in these courses:</p> <ul style="list-style-type: none"> • PSY 791 Advanced Psychology Practice • PSY 792 Advanced Practicum in School Interventions • PSY 877 Advanced Clinical Supervision • PSY 799 Dissertation • EDLD 712 Research Methods and Design for Educational Leaders • EDLD 722 Measurement and Survey Methods for Educational Leaders

3. Highlight any distinctive qualities of this proposed program.

The Doctor of Applied Psychology program will have a number of distinctive qualities. In particular, WKU’s Doctor of Applied Psychology program will be:

- *Applied.* Ph.D. psychology programs, such as at the University of Kentucky and the University of Louisville, are research-oriented programs. WKU’s Doctor of Applied Psychology program will emphasize the application of services to consumers.
- *Focused on supervision and leadership.* Psychologists with the doctoral degree often supervise others (e.g., master’s-level psychologists and other service providers). A component of WKU’s proposed program will be to explicitly teach supervision skills and provide opportunities for the implementation of supervision skills. One area of concentration for those in the school psychology specialization will be on leadership within the school system, including coursework that will lead graduates to obtain certification as a special education director.

- *An enhancement to current graduate programs.* The Doctor of Applied Psychology program is designed to augment the professional training received by those with master's degrees in clinical psychology or specialist degrees in school psychology. As such, the program will target non-traditional students who might not otherwise have many options to obtain advanced training or degrees.
- *Broad-based.* The combination of a clinical/school psychology doctoral program is not uncommon in the United States (e.g., University of Virginia, James Madison University, and Utah State all have such programs) but it is unique to Kentucky. While the University of Kentucky offers the Ph.D. in both clinical and school psychology, those programs are in separate colleges (the Clinical Psychology program is located in the College of Arts & Sciences, while the School Psychology program is located in the College of Education), indicating that students receive separate training experiences. Doctoral students at WKU's program will take coursework from both clinical and school psychology faculty, providing the graduates with the broad range of perspectives and applied experiences (i.e., practica) needed to work in rural areas.
- *Personalized.* The Doctor of Applied Psychology program is designed to have a low student-faculty ratio so that admitted students can receive close individual mentoring from faculty members. Students will enter the program with a number of different needs and interests. Individual mentoring will allow students to select coursework that best matches their interests and allows them to pursue the career path they want to pursue.

4. Will this program replace or enhance any existing program(s) or concentration(s) within an existing program?

The Doctor of Applied Psychology program will enhance current program offerings without replacing any existing tracks, concentrations or specializations. WKU has both a Clinical Psychology M.A. program and a School Psychology Ed.S. program. Both of these existing programs will benefit from the addition of a doctoral program for the reasons discussed in other sections of this proposal.

The Doctor of Applied Psychology program will enhance the culture of scholarship for students across the existing undergraduate and graduate programs while also increasing opportunities to engage in research.

- a. If yes, please specify. Include the projected faculty/student in major ratio

When the Doctor of Applied Psychology program is fully staffed and accepting a full class of students, the faculty/student ratio should be close to 1:3. That is, there should be 10 core faculty associated with the program and 30 students in the program (10 first year, 10 second year and 10 students on internship) at any time.

5. Is there a specialized accrediting agency related to this program?

Yes

- a. If yes, identify the agency.

The American Psychological Association (APA)

- b. Do you plan to seek accreditation?

Yes

- c. If yes, explain your plans for accreditation. If no, explain your rationale for not seeking accreditation.

Faculty associated with the Doctor of Applied Psychology program have already been in contact with faculty associated with APA accredited Psy. D. programs who are familiar with the accreditation process. Throughout the proposal process, faculty have kept in mind APA accreditation and have worked to design the program with APA accreditation standards in mind. If the Doctor of Applied Psychology program is approved, faculty will begin working toward APA accreditation. Assuming the CPE grants approval for faculty to move forward with the Doctor of Applied Psychology Program, a consultant will be engaged to conduct a review of the program and make a site visit to prepare for development of a self-study document during year 1 to year 2 of program implementation. Accreditation is based on program data, a site visit, and 2 cohorts of internship data. Therefore, at minimum it could not be pursued until after four years of program implementation.

6. Attach the SACS Faculty Roster Form. Faculty resources shall be demonstrated to be adequate and appropriate for the proposed program. The number of faculty should meet external standards where appropriate. The qualifications of faculty will support the objectives and curriculum of the proposed program.

The SACS Faculty Roster Form is attached as Appendix A.

7. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. Physical facilities and instructional equipment must be adequate to support a high quality program. The proposal must address the availability of classroom, laboratory, and office space as well as any equipment needs.

a. Describe the library resources available to support this program. You may attach any documentation provided to SACS.

The library maintains a collection to support the Psychology Department, which includes materials for the Doctor of Applied Psychology program. The WKU Library has subscriptions to journals germane to the Doctor of Applied Psychology program as well as numerous databases such as PsychINFO; Dissertations and Theses Full Text; Mental Measurements Yearbook; Tests in Print; Sage Premier and JSTOR Social Sciences. Acquisitions for the Doctor of Applied Psychology program amount to \$750 per year, and will support the program sufficiently. Current monograph holdings are adequate, and reference collections are current. Sample searches on pertinent topics revealed an adequate collection of monographs. The WKU Library has a substantial DVD collection and offers a Writing Center.

b. Describe the physical facilities and instructional equipment available to support this program.

The Department of Psychology is located in a new building, Gary Ransdell Hall, with classrooms equipped with computers, Internet access, projectors, and document cameras. There are rooms for graduate student offices and for lab space. We have a clinic with 22 therapy/assessment rooms and capacity to record/store/evaluate practica sessions as well as a staff person assigned as receptionist and graduate student assistantships to assist with clinic tasks. We currently have sufficient faculty to initiate the program and tuition from the first year will help fund two new assistant professors in Year 2 and two more in Year 3, as well as a half time administrative support person, who will be directly attached to the program. Additional resources include two computer classrooms and full-time support personnel to assist with all technology.

8. Clearly state the admission, retention, and completion standards designed to encourage high quality.

Admission Requirements

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

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

(g) Graduate School application form

International students are encouraged to apply and must meet two additional requirements. They must submit evidence of the ability to communicate in English (as evidenced by a minimum of 570 on the paper based TOEFL, a minimum of 88 on the iBT TOEFL, or a minimum of 7.0 on the IELTS Academic Version). Evidence of adequate financial resources is also required.

In addition to the application materials, interviews will be held with all viable candidates based on review of the application file. The purpose of the interview is to ascertain the applicant's fit with the program's goals and objectives and with their intended career paths (APA, 2013). In addition, the interview serves to inform potential students of the Doctor of Applied Psychology program's mission, goals, curriculum and expectations for students.

Applicants with graduate degrees from closely related fields and international students will be considered for the program, but, if accepted, may need to take additional courses to complete the foundational coursework. Foundation coursework in clinical and school psychology programs provides the basis for understanding human behavior and consists of courses in the areas of social psychology, physiological psychology, developmental psychology, cognition/learning, and diversity/multicultural awareness. Applicants with degrees in clinical or school psychology will also have their transcripts reviewed for these foundation coursework due to variability in training across programs and universities. Because some students may lack coursework in the foundational areas of psychology, assessment of applicants' previous graduate coursework will be important to help them be successful in the program and to be eligible for licensure upon graduation. Students will be informed of any deficiencies upon program entry when they will sign a curriculum contract identifying deficiencies in the foundational areas of psychology that will need to be completed. Consistent with university policy, any identified deficiencies will need to be remediated prior to admission to candidacy and any courses taken as remediation for deficiencies may not be counted in the 48 hours required for the Psy.D. degree.

All applicants must also submit an affidavit affirming that they have not been convicted or charged with a felony crime or an ethical violation. A criminal background check will be required of successful applicants during the first semester of graduate study at the applicant's expense. Individuals evidencing a history of felony conviction are not eligible for licensure in Kentucky as a psychologist. Further, training programs have an ethical obligation to disclose the inability to obtain licensure at program entry. Thus, a history of felony conviction will preclude applicants from being accepted into the Doctor of Applied Psychology program.

Retention

The Doctor of Applied Psychology program will seek accreditation and is therefore utilizing the guidelines of our accrediting body, the American Psychological Association, for guidance in program design¹⁶ One component of APA accreditation that will assist in retention will be to create a supportive and encouraging learning and scholarly environment for students and faculty from diverse backgrounds (cultural and individual). Program policies and practices for program recruitment will be nondiscriminatory along with nondiscriminatory operating procedures. Recruitment of faculty and students from diverse backgrounds will be an ongoing commitment.

Another program characteristic that will address retention is the accessibility of faculty and creation of a community of scholarship and student support. Faculty accessibility is an evaluated component in APA accreditation¹⁷, as it is key to supervision in the development of clinical and research skills.

¹⁶ American Psychological Association. (2013). *Policies for accreditation governance*. Washington, D.C.: Author.

¹⁷ Ibid.

Proposed staffing will ensure student faculty ratios are low with one faculty member per three to five students enrolled based on full enrollment and full staffing. Second, all students will be assigned a faculty mentor upon entry to ensure a connection with the program. Entering students will be matched with faculty based on professional interests and career goals. In addition, first year students will be paired with a second year student mentor. These multiple levels of mentorship are designed to create a welcoming and supportive learning environment for students as immediate and personal connections with the program are made. These mentors can assist in any transition issues encountered by students. As mentioned previously, all program faculty will participate in the evaluation of students at the end of each semester. This practice will assist in the identification and communication by program faculty of student progress and challenges while also serving to ensure timely responses to student needs.

Many expectations of the accrediting body address elements that assist programs in monitoring the progress of students and the procedures for addressing and ideally remediating ethical, dispositional and/or academic problems. Psychology training programs continuously monitor student performance as program matriculation is based on competent performance in each of these areas (ethics, dispositions, and academic performance). Upon admission to the program, each student will receive a student handbook that provides the program and the university's written policies and procedures regarding program requirements, student expectations for success, and program continuance along with procedures for dismissal from the program. Students are informed that the areas of evaluation for success include ethical behavior, dispositions consistent with the professional practice, and academic criteria. Furthermore, the expectation for courtesy and respect in the interactions of students, faculty, and staff is delineated along with the expectation for collegial conduct through inclusion of a link to the APA *Ethical Principles of Psychologists and Code of Conduct*¹⁸ in the student handbook. The student handbook will delineate student rights along with avenues of recourse.

Student evaluation is a key component in an effective psychology training program where students are learning content, working on achieving competency in skills and competency in the application of skills. Assessment will be frequent and cover all components of professional practice. Faculty will evaluate student performance at the end of each semester or sooner if necessary. A review of student progress will include evaluation of dispositions and competence in academic and clinical competencies along with progress toward remediating any deficient foundation coursework and progress on dissertation. Students will receive written feedback as to the extent to which they are achieving requirements and steps to remediate if there is a problem. When concerns are noted, students will be asked to meet with faculty to discuss the situation and to solicit student input. Feedback on a corrective action(s) will also be in a written form and delineate what action(s) were and were not successful in addressing the concern. Students and faculty will know of problems early and faculty can take steps to support students in addressing the concern. Adherence to due process and fair treatment of students is the intent of this process.

Completion Standards

Consistent with university policy, doctoral students must evidence a minimum cumulative GPA of 3.0 and finish their degree within 10 years of initial enrollment in the doctoral program. In addition, there are three program requirements that serve to ensure that students are successfully attaining program knowledge and outcomes. These are the qualifying exam, the dissertation, and the internship. Consistent with university policy, doctoral students are required to pass a qualifying exam in the last nine hours of course credits, excluding internship and dissertation. This exam

¹⁸ American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct*. Washington, DC: Author.

ensures satisfactory knowledge of the program content and contemporary practice in the field. The second component is the dissertation that requires the student to propose, complete, and successfully defend a research project. Consistent with the practitioner/scholar model, the dissertation will be applied in nature, or action-research and the focus will be on real-world problems. As an action-research project it provides evidence that the student is able to review and integrate the scholarly literature, effectively design methods of evaluating practices, and evaluate the outcomes. The dissertation will document the student's mastery of scientific skills in psychology. The third completion standard is the successful completion of an internship. The purpose of the internship experience is for students to learn to integrate scholarly inquiry with professional practice. The internship experience is a year long, full-time experience or half time for a two year experience.

9. Clearly state the degree completion requirements for the program.

Consistent with university policy students within the Doctor of Applied Psychology program must evidence a cumulative GPA of 3.0 or above at the end of coursework and finish their degree within 10 years of initial enrollment in the program. Other specific degree completion requirements include:

1. Completion of all deficient foundation coursework as indicated in curriculum agreement based on transcript reviews of prior training with a grade of B or better.
2. Completion of all foundation (27 hours) and concentration (21 hours) coursework with a grade of B or higher (48 hours total).
3. Successfully passing the doctoral qualifying examination.
4. Successfully proposing and defending a dissertation.
5. Completion of an internship of one year of full-time participation or two years at half-time participation with competent performance and satisfactory supervisor ratings.

10. Provide the following information for the program and for each concentration (some categories may not apply to all programs):

- a. Total number of hours required for degree: 48
- b. Number of hours in degree program core: 27
- c. Number of hours in concentration: Clinical Concentration: 21
School Concentration: 21
- d. Number of hours in guided electives: Clinical Concentration: 9
School Concentration: 9
- e. Number of hours in free electives: 0

11. Describe how the proposed program will articulate with related programs in the state. It should describe the extent to which student transfer has been explored and coordinated with other institutions. Attach all draft articulation agreements related to this proposed program.

Because the Doctor of Applied Psychology program is a graduate program, articulation agreements are not necessary. We are willing to cooperate with other programs as appropriate and as the need arises. We are willing to serve on doctoral dissertation committees and ask for those at other programs to serve for us. We plan on coordinating workshops with doctoral programs at other universities and conference events.

In addition, because all students who enroll in the program, including transfer students, will already have completed a master's degree, student transcripts will be reviewed to determine whether and how each student meets the foundational course expectation. This review and evaluation will be done on an individual basis and will comprise the beginning steps of the student's mentorship in the program.

Thus, courses taken at other institutions will count toward foundational coursework, and could, if appropriate, count toward credit in the Doctor of Applied Psychology program.

12. List courses under the appropriate curricular headings.

Core Courses Prefix & Number	Course Title	Course Description	Credit Hours	New Y/N	Required/ Required Option
Statistics/ Research Methods Competency Area Students select one of the following courses or equivalent course:					
EDLD 712	Research Methods and Design for Educational Leaders	Quantitative and qualitative research methods and design; survey design and administration; and analysis of research reports.	3	N	RO
EDLD 722	Measurement and Survey Methods for Educational Leaders	Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.	3	N	RO
PSYS 504	Advanced Research Methods	Examination of methodological concepts and issues in the conduct of psychological research.	3	N	RO
PSY 505	Statistical Software	Develops proficiency in use of statistical software for mainframe and personal computers. Emphasis on SPSS. Data base management for the PC also addressed.	3	N	RO
PSYS 512	Experimental Design and ANOVA	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.	3	N	RO
PSYS 513	Advanced Statistical Analysis	Advanced analysis techniques appropriate to psychological research. Emphasizes the more complex forms of the analysis of variance, the analysis of covariance, and non-parametric statistics.	3	N	RO
PSYS 563	Statistics and Psychometric Theory	Introduction to psychometric theory. Emphasis on statistical techniques, construction and psychological measurement instruments.	3	N	RO
SWRK 540	Foundations of Social Work Research Methods	Basic skills, knowledge, and values of social work research methods. Introduces single subject design and program evaluation.	3	N	RO

SWRK 640	Applied Social Work Research	Focuses on skills, knowledge, and values for evaluation of advanced rural social work with emphasis on single subject design and program evaluation. Students conduct a research project on their practice.	3	N	RO
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History and Systems Competency Area					
PSY 701	History and Systems of Applied Psychology	Survey of the history of clinical and school psychology with an emphasis on the theories and systems that drove the creation of these professions. Current trends in current clinical and school psychology and their impact on the fields will be examined.	3	Y	R
Psychopharmacology Competency Area					
PSY 751	Clinical Psychopharmacology	Overview of clinical psychopharmacology, including medication side effects and signs, contemporary prescribing practices, and working with medical professionals. Students will learn theoretical and biological bases of psychotropic medications.	3	Y	R
Family Systems Competency Area					
Students select one of the following courses or equivalent course:					
CNS 588	Family Systems Counseling	The historical development of systems theory will orient the student to theoretical content of human interactions. Students will be helped to think systemically about human issues by focusing on the systems paradigm. Skill development in family system counseling will be developed.	3	N	RO
PSY 741	Family Systems in Therapy	Reviews theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns.	3	Y	RO
Basic Supervision Competency Area					
PSY 777	Foundations of Supervision	Examination of theories, ethics and issues in clinical supervision. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.	3	Y	R
Dissertation Competency Area					
PSY 799	Dissertation in Psychology	Research undertaken to complete requirements for the doctorate in applied psychology. Course repeated for 6 credit hours total.	3	Y	R
Internship Competency Area					
PSY 895	Pre-Doctoral Internship	Full-time applied psychology internship following the guidelines of the American Psychological	3	Y	R

		Association. Taken at end of doctoral training coursework. Course repeated for 6 credit hours total.			
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Elective Courses					
Prefix & Number	Course Title	Course Description	Credit Hours	New Y/N	
None					
Courses in Specialization					
Prefix & Number	Course Title	Course Description	Credit Hours	New Y/N	
Clinical Psychology Concentration					
Psychotherapy					
Select two of the following, or equivalent, courses					
CNS 554	Group Counseling	Dynamics of group development. Group counseling theories, leadership styles, group counseling methods and skills. Interpersonal relationships in the family system and other small group settings. (Limited class size.)	3	N	RO
CNS 558	Counseling Theories	Philosophic bases of the helping processes; major contemporary counseling theories and their application in individual and group counseling and in family systems counseling.	3	N	RO
CNS 559	Techniques of Counseling	Focus on the development of basic and advanced counseling skills and procedures. Refinement of the skills needed in providing counseling intervention	3	N	RO
CNS 561	Counseling Children	Theories and techniques of developmental counseling with children.	3	N	RO
CNS 562	Counseling Adolescents	Theories and techniques of developmental counseling with the teenage population.	3	N	RO
CNS 569	Play Therapy	Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the developmental, social, cognitive, and emotional issues that impact children's behavior.	3	N	RO
CNS 582	Sex Therapy Techniques in Counseling	Counseling skills and intervention techniques for counselors in training who will be working with couples and individuals with a broad range of sexual concerns.	3	N	RO
CNS 583	Couples Counseling	Knowledge, skills, and techniques of couples therapy including premarital, marriage and divorce.	3	N	RO
CNS 584	Counseling Violent and Dysfunctional Families	Analysis of incidence and patterns of violence against children, adolescents, adults, and elders;	3	N	RO

		motivational factors regarding perpetrator and victims. Counseling and helping strategies for working with family members and the abused victim in counseling and school settings.			
CNS 653	Brief Counseling	Introduction to theoretical, philosophical, and historical premises of brief counseling. Topics include professional ethics, diversity, application to various clinical populations, and utilization of best practices that meet the changing state of mental health care.	3	N	RO
PSY 641/PSYS 641	Theories of Psychotherapy	Selected theories and techniques of psychotherapy and counseling. Also covers group therapy, clinical topics, and professional and ethical issues.	3	N	RO
PSY 642	Clinical Interviewing and Psychotherapy	Continuation of 641 with emphasis on group, family, and marital psychotherapy.	3	N	RO
PSY 662	Practicum in Psychology	Supervised practice in schools, clinics, specialized training centers, hospitals, industry, and research settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites.	3	N	RO
SWRK 620	Advanced Psycho-Social Approaches for Rural Practice	Focuses on knowledge, skills, and values for advanced micro level social work within a rural area. Topics include clinical interventions with individuals, families, and groups, empowerment and interdisciplinary approaches.	3	N	RO
SWRK 675	Expressive Therapies	This course will focus on the use of expressive therapies in social work practice from a holistic perspective that embraces alternative practices for personal change and growth. Students obtain knowledge from various theories and models with interventions that are relevant 228 Western Kentucky University Graduate Catalog 2013-2014 for individual, family and group social work practice which extends what is known as the traditional "talking cure."	3	N	RO
Assessment Select one of the following, or equivalent, course					
CNS 552	Testing and Assessment in Counseling	Methods, techniques, statistics, and instruments used in assessing and evaluating individuals,	3	N	RO

		couples, families, and groups; administering, scoring and interpreting both objective and subjective instruments used in counseling. Survey of research design and statistics. Computer utilization in counseling and use of data in decision making.			
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CNS 567	Mental Health Diagnosis and Treatment in Counseling	The identification, treatment plans and referral procedures for emotional concerns across the life span in the mental health counseling field. Principles of etiology, diagnosis, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior.	3	N	RO
CNS 654	Educational and Intellectual Analysis of Children and Adults	Administration and interpretation of standard mental and aptitude tests as tools of educational and occupational guidance.	3	N	RO
PSY 560	Assessment of Cognitive and Intellectual Functioning	Administration of the WISC, WAIS and other individually administered tests used as basic tools in education, occupational guidance, and clinical diagnosis.	3	N	RO
PSY 561	Advanced Assessment in Educational Settings	Interpretation and integration of assessment information for use in educational settings. Includes tests, behavior ratings scales, ecological analysis, systematic observations, and functional behavioral assessment.	3	N	RO
PSY 562	Practicum in Psychological Assessment	Supervised experience in the administration and interpretation of instruments and practices used in the assessment of intellectual abilities and learning problems in educational or clinical settings. Field experiences in appropriate off-campus settings may be required. Students are responsible for arranging their own transportation to designated or assigned sites. (May be repeated)	3	N	RO
PSY 643	Academic Assessment and Intervention	Diagnostic instruments and procedures for assessing educationally-related disabilities. Emphasis on current laws and regulations regarding special education, academic interventions, and Individualized Education Programs. Field experiences in appropriate off-campus settings may be required.	3	N	RO
PSY 647/CNS 647	Addictions: Assessment, Diagnosis and Treatment Planning	This course involves the selection, administration, and interpretation of assessment methods and techniques used to diagnose addiction disorders, as well as the development of appropriate treatment plans and issues involved in treatment planning.	3	N	RO
PSY 660	Assessment of Personality and Socio-emotional Functioning	Personality diagnosis using objective and projective techniques with emphasis on current research interpretation, and communication of assessment information.	3	N	RO
PSY 766	Assessment of Autism Spectrum Disorders	Examines methods, instruments, and skills of assessing Autism	3	Y	RO

		Spectrum Disorder. Supervised practice with assessment instruments. Students are responsible for their own transportation to assessment sites.			
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SWRK 623	Advanced Social Work Clinical Assessment and Intervention	Focuses on clinical processes of assessment and diagnosis for rural-centered social work practice. Topics include theories within the Bio-Psycho-Social paradigm, frameworks for organizing and formulating diagnostic understanding with diverse populations.	3	N	RO
Developmental Psychology Select one of the following, or equivalent, course					
ADED 611	Adult Development and Learning	Psychological factors affecting adult development, learning, and motivation. Emphasis on how diverse academic career/experiential backgrounds and objectives affect classroom environments, teaching strategies, and testing and evaluation.	3	N	RO
CNS 557	Human and Family Development in Counseling	Understanding of the nature and needs of normal and abnormal individuals in the family system at all developmental levels emphasizing moral, intellectual and ethical development. Counseling strategies in the complex developmental relationships among individuals in the family system. Counseling in the life cycle of the family.	3	N	RO
PSYS 521	Advanced Child Developmental Psychology	Particular emphasis upon a critical review of current research in child development.	3	N	RO
Applied Clinical Practice					
PSY 801	The Profession of Clinical Psychology	Survey of the issues and opportunities in the applied practice of psychology. The legal, financial, professional, and ethical issues of applied practice will be addressed.	3	Y	R
Advanced Supervision					
PSY 877	Advanced Clinical Supervision	Advanced topics in supervision including specialized settings, challenging supervisees, and technology and supervision. Students are responsible for arranging their own transportation to designated or assigned sites.	3	Y	R
Practicum					
PSY 791	Advanced Psychology Practice	Advanced field experience for doctoral students. Applied students are responsible for their own transportation to practicum sites.	3	Y	R

School Psychology Concentration					
Seminar in School Psychology					
PSY 785	Doctoral Seminar in School Psychology	Readings and discussion on current issues in the field of psychology relevant to doctoral level school psychologists, such as systems level consultation, supervision, and private practice.	3Y	Y	R
Psychological Interventions					
PSY 792	Advanced Practicum in School Intervention	Supervised practice in development of advanced problem-solving strategies and competencies for intervening with children and adolescents. Students are responsible for their own transportation to practicum sites.	3	Y	R
Psychopathology					
PSY 640/ PSYS 640	Psychopathology	Major forms of child and adult psychopathology with emphasis upon recent research, classification systems, the modification of deviant behavior and developmental patterns of learning and motivation variables.	3	N	R
Diversity					
PSY 520	Individual Differences and Human Diversity	Research and theory in aspects of human diversity, including intelligence, motivation, personality, achievement, and aptitudes. Both individual and group differences are addressed, and sources of diversity are explored.	3	N	R
Specializations in School Psychology Students will complete 9 hours in one of three specialization options					
Therapies and Interventions with Children					
CNS 569	Play Therapy	Provides an overview of the essential elements and principles of play therapy including history, theories, and techniques. Assists students in understanding the developmental, social, cognitive, and emotional issues that impact children's behavior.	3	N	R

One of the following courses					
CNS 611	Sandtray Techniques in Counseling	Introduction to sandtray interventions in counseling with individuals, groups, children, and families. Provides overview of history, theory, and interventions across the lifespan.	3	Y	RO
CNS 612	Expressive Arts in Counseling	Introduction to a variety of expressive arts interventions such as art, drawing, drama, music, and poetry in counseling	3	Y	RO
CNS 613	Advanced Play Therapy	In-depth study of advanced principles of play therapy theories and techniques. Application of advanced knowledge of developmental, social, cognitive, and emotional issues that impact children's behavior.	3	Y	RO
Autism Spectrum Disorder					RO
PSY 766	Assessment of Autism Spectrum Disorders	Examines methods, instruments, and skills of assessing Autism Spectrum Disorder. Supervised practice with assessment instruments. Students are responsible for their own transportation to assessment sites.	3	Y	R
SPED 610	Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays	Comprehensive review of ASD from the perspectives of various disciplines. Theories of causation, developmental aspects, descriptive and diagnostic characteristics, and legal and social issues. Thirty field experience hours required.	3	N	R
SPED 618	Social Skills Instruction and Behavioral Programming for Students with ASD	Development of competencies in assessing, designing, and implementing social skills instruction and behavioral programming for students with ASD.	3	N	R
Educational Leadership Select three of the following, or equivalent, courses					
EDAD 620	Seminar in Administration of Special Education	This seminar in the administration of special education explores the ISLLC and CEC Standards; educational reform; issues in consultation and collaboration in creating inclusive school environments; and team building strategies of school resource personnel to enhance the educational achievement of all students with disabilities.	3	N	R
EDAD 630	Special Education Law and Finance	Comprehensive study of existing school law codes for special education; budgeting and financial accounting for local, state and federal monies; and grant activities.	3	N	RO

EDAD 640	Introduction to School Leadership	Survey course designed to provide a foundation in the concepts of school leadership, especially as they relate to the role of administrators in P-12 settings. Field work consistent with the role of the school principal is required.	3	N	RO
EDAD 659	Strategic Planning in Education	Examination of planning processes used by leaders to direct educational change and improvement. Includes strategic planning approaches designed to address macro and micro organizational goals.	3	N	RO
EDAD 677	Legal Issues for Professional Educators	Clinical study of existing school code; judicial decision; administrative problems and school code.	3	N	RO
EDAD 684	Instructional Leadership	This unit addresses the role of instructional leaders in facilitating best practices in assessment and instruction.	3	N	RO

13. Describe planned alternative methods of program delivery involving greater use of technology, distance education, and/or accelerated degree designs, to increase efficiency, better address student educational and workforce needs, and maximize student success, for both traditional and non-traditional students.

The Doctor of Applied Psychology program will take advantage of alternative methods of delivery. Classes will be offered in the evening and on weekends. For didactic courses, the program may use existing interactive television and Internet tools to offer modes of instruction that help students continue in their work settings. The faculty are versed in technology tools ranging from software used for assessment scoring to presentation software and will naturally use what is appropriate to the particular course. Practica and internship instruction will take place in many locations, supervisor availability permitting. Greater diversity in settings is an advantage for students in this program. As it is available with sufficient security for patient privacy, case supervision may be conducted using videoconferencing via the Internet, phone or interactive television.

14. If the proposed program is an advanced practice doctorate, describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.

Both the School Psychology Ed.S. program and the Clinical Psychology M.A. program are well regarded within the community and state. The School Psychology Ed.S. program is part of WKU's professional education unit, which is nationally accredited through the National Council for Accreditation of Teacher Education (NCATE) and Kentucky's Education Professional Standards Board (EPSB), and the program is fully approved by the National Association of School Psychologists (NASP). WKU's school psychology graduate students have won the Kentucky Association for Psychology in the Schools' Outstanding Graduate Student of the Year award 6 times out of the past 12 years. For the past 11 years, the school psychology graduate students have had a 100% pass rate on the school psychology PRAXIS examination for the first time they take it. In 2013, a university level award, the John D. Minton Student Award for Outstanding Contributions to WKU, went to a graduate student from the School Psychology Ed.S. program. WKU's School Psychology graduates have no problems finding employment upon graduation, and have often risen to supervisory roles within their work settings and to leadership roles within the state school psychology organization. A few have gone on to doctoral programs outside the state of Kentucky. Additionally, students in the Clinical Psychology M.A. program are highly sought for employment after upon graduation. Of those clinical graduates who have taken the Examination for Professional Practice in Psychology, 91% have passed, many at the doctoral level. All those who seek it find

employment within the profession, although it may take additional time due to a lack of supervisors in the region. In the past 10 years, 18 clinical graduates continued their education at the doctoral level. Clinical students have been accepted into doctoral programs in clinical psychology, counseling psychology, school psychology, and developmental psychology.

The Doctor of Applied Psychology program will continue this standard of excellence and enhance the existing programs in several ways. First, the School Psychology Ed.S. and the Clinical Psychology M.A. programs will serve as “feeder” programs to the Doctor of Applied Psychology program. That is, it is expected that, eventually, the majority of the students within the Doctor of Applied Psychology program will begin at WKU in the M.A. program or the Ed.S. program. The credentials of students admitted to these programs should increase, as highly qualified applicants seeking a doctorate degree will accept program admission to WKU instead of rejecting admission in order to attend a doctoral program elsewhere in the country. However, admission to the Doctor of Applied Psychology program can only be sought after successful completion of a master’s degree.

Second, the Doctor of Applied Psychology program will enhance the reputation of the Clinical Psychology M.A. program by providing outlets for supervision. One of the barriers to employment of Clinical Psychology M.A. students in the region is a lack of appropriate supervisors for clinical practice. Clinical master’s-level practitioners are licensed as Psychological Associates for at least the first five years of practice and must be supervised by a doctoral-level practitioner. The Doctor of Applied Psychology program is designed to provide education, training, and experience in supervision, and it will have associated internship experiences within the western Kentucky area. Thus, the goals and expectations are that the number of eligible supervisors in the western Kentucky area will increase, which will increase the variety of job opportunities for graduates of the Clinical Psychology M.A. program.

Third, the program faculty will seek accreditation by the American Psychological Association for the Doctor of Applied Psychology program. While the American Psychological Association does not provide accreditation for master’s-level programs, being associated with an accredited doctoral program will be beneficial.

15. If the program is an advanced practice doctorate, explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed.

The proposed doctorate program should have a positive impact on the undergraduate psychology program. By increasing the number of faculty needed to sustain the doctorate program, additional faculty are available to provide research experiences for undergraduate students. Furthermore, undergraduate students will be able to see or experience the progression from undergraduate to doctorate with the entire range of psychology degrees (i.e., bachelors, masters/specialist, doctorate) offered at WKU. No new undergraduate courses in the field will be needed as the doctorate program is an expansion of the currently existing masters/specialist programs.

16. If the proposed program is an advanced practice doctorate, list and discuss the nature and appropriateness of available clinical sites. Supply letters of commitment from each clinical site that specifies the number of students to be accommodated and identifies other academic programs that also use the facilities.

The Clinical Psychology concentration will require at least one 600-hour practicum class to be taught by a doctoral-level supervisor and the School Psychology concentration will require a practicum course as well. The current Clinical and School Psychology master’s and specialist programs have already established working relationships with multiple practicum sites, many of which can be continued with the doctoral program. A description of current clinical sites will be provided first to provide background information on those established sites.

Clinical Psychology M.A. students have practicum experiences within community placements beginning in their third semester (fall of their second year in the program). The clinical psychology master’s program currently has

a number of sites where the Clinical Psychology M.A. students complete practica. These include the following sites:

Site	Location	Focus
Barren River Area Safe Space	Bowling Green, KY	Women Victims of Domestic Violence
David Brooks Counseling Service	Bowling Green, KY	Victims and Perpetrators of Domestic Violence
Green River Youth Development Center	Cromwell, KY	Adjudicated Adolescent Boys
Interventional Pain Specialists	Bowling Green, KY	Adults with Chronic Pain Issues
LifeSkills	Bowling Green, KY	Community Behavioral Health Center
Lloyd C. Elam Mental Health Center	Nashville, TN	Community Mental Health Center
Mental Health Cooperative	Nashville, TN	Incarcerated Adults
Rivendell Behavioral Health	Bowling Green, KY	Inpatient Adolescents
Skyline Medical Center	Nashville, TN	Adult Inpatients
Western State Psychiatric Institute	Hopkinsville, KY	Serious Adult Inpatients
Western Kentucky University Counseling and Testing Center	Bowling Green, KY	College Students

These sites provide

appropriate clinical experiences for master's-level practitioners. Students perform therapy, and sometimes assessment, at each of these sites with clients or patients of varying levels of psychopathology. With such a variety of practicum sites, students are able to select one that matches their clinical interests. There are no standing agreements with sites; instead, students pursue practicum sites that are of interest to them and, when the time comes for internship, the program director crafts a Letter of Agreement with the site that details the expectations for all parties.

In addition, Clinical Psychology M.A. students are expected to complete assessments through the Department of Psychology Training Clinic on the WKU Campus. These assessments are completed under the supervision of one of the full-time (and licensed in Kentucky as a Health Service Provider) Department of Psychology faculty who is responsible for PSY 592 Internship (practicum) class. Evaluations conducted through the Department of Psychology Training Clinic address a variety of referral concerns but include, for example, evaluations for learning disabilities and Attention-Deficit/Hyperactivity Disorder in college students.

School Psychology Ed.S. students have practicum experiences within school systems beginning in their third semester (fall of their second year in the program). Students work within school systems for one day per week for the entire school year conducting assessments and interventions, as appropriate to their skill level. Ed.S. students then complete a full-time, one-year internship in a school setting during their third year in the program.

Many school districts have been very open to having the School Psychology Ed.S. students placed in their systems. Even at the practicum level, school personnel recognize the value of the training and the extra assistance the practicum students provide. There are no formal standing agreements between the schools and WKU. School Psychology Ed.S. students have been placed in the following school districts in the past 10 years, with many of the districts accepting multiple practicum students over the years:

- Bowling Green Independent

- Warren County Schools
- Caverna Independent
- Allen County Schools
- Russellville Independent
- Sumner County (Tennessee) Schools
- Jefferson County Schools
- Bardstown Independent
- Muhlenberg County Schools
- Daviess County Schools
- Meade County Schools
- Barren County Schools
- Glasgow Independent
- Hopkins County Schools
- Hart County Schools
- Logan County Schools
- Simpson County Schools
- Ohio County Schools

In the proposed Doctor of Applied Psychology program within the School Psychology concentration, an additional practicum course will be required. It is expected that most of the students who enroll in the school psychology concentration of the proposed program, if already employed as school psychologists, will continue in their current jobs. Thus, their supervised practicum experiences will take place within their own school systems under supervision of a school psychology faculty member who is licensed in Kentucky. In the event the program enrolls a school psychology student not employed by a school district, the faculty do not anticipate any difficulty in locating a school district for a practicum placement, given WKU's already-established relationships with many school districts for practicum placements. As noted above for the students in the Clinical concentration, students in the School Psychology concentration will also complete additional practicum experiences through the Department of Psychology Training Clinic on the WKU Campus.

Because of the nature of the practica experiences needed for the Doctor of Applied Psychology program, and because many students in the proposed program will initially be nontraditional students (i.e., they will be returning to school after working full-time with their master's degree for a number of years), and because of a limited number of doctoral-level supervisors currently in the area, the faculty will address the establishment of practicum arrangements for students in the Clinical Psychology concentration in two ways.

First, the faculty will seek to build capacity in the number of sites available for students. Any potential internship site must be able to provide experiences of therapy and assessment that will enhance the core skills that students are developing through the program. Practicum experiences are also expected to build new skills. Beyond these basic points, the intent is to have a number of options available to students so they can select one based on their interests. Potential sites will also need to have a doctoral-level supervisor available in order to supervise Psy.D. students. Program faculty will pursue agreements with the following sites that meet these criteria:

Site	Location	Focus
Green River Youth Development Center	Cromwell, KY	Adjudicated Adolescent Boys
Interventional Pain Specialists	Bowling Green, KY	Adults with Chronic Pain Issues
LifeSkills	Bowling Green, KY	Community Behavioral Health Center
Mental Health Cooperative	Nashville, TN	Incarcerated Adults
River Valley Behavioral Health	Owensboro, KY	Community Behavioral Health
Western Kentucky University Counseling and Testing Center	Bowling Green, KY	College Students

Each of these sites provides appropriate experiences via therapy, and possibly assessment, for doctoral students. Each of the sites, as well, has a doctoral-level supervisor who can provide appropriate supervision for the doctoral-level students. Accreditation bodies require that a full-time faculty member from the Department of Psychology supervises the practicum experience; this person will negotiate with each agency on an individual basis in order to create the practicum experience.

A second avenue for creating practicum experiences is to negotiate with the students' current employers. Because many of the students in the Doctor of Applied Psychology program will be working full-time as well as attending classes, one possibility would be for students to complete their practicum experiences within their existing agencies. Practicum experiences will be negotiated among the student, the WKU supervisor, and the agency; it will be required that practicum experiences will involve professional activities other than the student's typical employment responsibilities.

Students in the School Psychology concentration will continue to be placed within school systems as part of their practicum experience. WKU has not used or needed official agreements with the many school districts already providing placements at the Ed.S. level. Placements for the Doctor of Applied Psychology program will continue within the school systems where students have regularly been placed.

C. Program Demand/Unnecessary Duplication

Proposed programs must respond to the needs of the academy and to larger economic and social environments. Thus, the institution must demonstrate demand for the proposed program. All proposed programs must address student demand. Programs must also address either employer demand or academic disciplinary needs.

1. Student Demand: Clearly describe all evidence of student demand, typically in the form of surveys of potential students and/or enrollments in related programs at the institution.
 - a. Provide evidence of student demand at the regional, state, and national levels.

State and National Level

Psychology doctoral programs across the nation experience the same overwhelming demand for admissions to doctoral programs in psychology. According to the American Psychological Association's *2011 Graduate Study in Psychology Snapshot* report, the median number of applicants to APA-approved Ph.D. clinical psychology programs was 159 and to Ph.D. school psychology programs the median was 36. For APA-approved Psy.D. clinical psychology programs, the median number of applicants was 152 and for Psy.D. school psychology programs, the median was 55. The same pattern can be seen in Kentucky.

A strong student demand for The Doctor of Applied Psychology program at WKU can be estimated from applicant data from Kentucky's universities with psychology doctoral programs. The University of Kentucky and the University of Louisville are the only public universities that offer the doctoral degree in clinical psychology. The University of Kentucky is the only one that offers the doctorate (a Ph.D.) in school psychology. The Ph.D., with its emphasis on research, is frequently the desired degree for university tenure-track positions. Thus, doctoral-level psychologists with the Ph.D. could end up in academia instead of providing direct mental health services. Only one university in Kentucky offers the Psy.D. degree, and that is Spalding University, a private university in Louisville. Data posted on the three universities' websites provide evidence for a high level of interest in the doctoral degree and the need for additional programs to offer the doctorate in psychology.

The Clinical Psychology Ph.D. programs at the University of Kentucky and the University of Louisville post on their websites the number of applications received. Over the last five years, the University of Kentucky has had an average of 213 applicants per year while the University of Louisville had an average of 141 applicants per year. In addition, the Clinical Program Director at Spalding reported they receive approximately 120 applicants every year.¹⁹

While the interest in a psychology doctoral degree is high, few students are accepted and enrolled in those programs, and even fewer graduate to meet the mental health needs of Kentucky's residents. Data from the Universities' websites state that, over the last five years, the University of Kentucky's Clinical Psychology program only matriculated an average of 6.2 students per year (3 percent of the applicants), and has awarded the Ph.D. to an average of 5.6 students per year. The University of Louisville Clinical Psychology Ph.D. program matriculated an average of 7.2 students per year (5 percent of the applicants) over the last five years. It is not clear from their website how many Ph.D.s were awarded in the last five years, but it is stated they had 46 graduates in the period from Fall 2002 to Spring 2010, an average of fewer than 6 per year. The University of Kentucky is the only university in Kentucky (public or private) that offers a doctoral degree in school psychology. While the number of applicants to the school psychology program is not stated, their website indicates that for the last five years, they had an average of 2.8 graduates per year. Spalding University's (the only Psy.D. program in the state) website indicated that, over the last five years, they accepted an average of 30.4 students per year (25% of applicants) and averaged 18.2 graduates per year.

Clearly, the high number of applicants to, and the small number of students accepted into, the three psychology doctoral programs in Kentucky indicate a strong interest in and demand for the psychology doctoral degree in Kentucky.

Regional Level:

¹⁹ K. Linfield (personal communication, December 31, 2013).

Surveys: Regional level demand from both employers and students were assessed through surveys and focus groups. Surveys of potential doctoral students were conducted as one way to assess student demand in this region (also see results from the focus group below). The clinical psychology sample consisted of 25 former and current WKU clinical psychology graduate students. The school psychology sample consisted of 62 school psychologists currently practicing within the boundaries of the local Green River Regional Educational Cooperative. The following three questions were asked of each sample, with responses ranging from 1 (*Not at all*) to 8 (*Very much*):

- (1) Is there a need for more doctoral level clinical (school) psychologists in Kentucky?
- (2) How much interest among your colleagues do you think there would be for such a program?
- (3) How interested would you be in obtaining the Psy.D. degree from WKU?

For the clinical sample, the mean ratings for each question were (1) 6.96, (2) 6.64, and (3) 6.40. The responses indicated a strong need and interest in the doctoral degree. As another way to evaluate the survey, the frequency of responses for question #3, where the respondents indicated their interest in obtaining a Psy.D. degree in the Doctor of Applied Psychology program, was determined. For the clinical psychology sample, 48% responded with 7's and 8's, and 68% with 6's, 7's, and 8's, to indicate a very strong interest in obtaining their doctorate degree from WKU.

For the school psychology sample, the mean ratings for each question were (1) 5.96, (2) 6.04, and (3) 6.58. Thus, the need and interest in the doctoral degree for school psychologists is still high. The frequency of responses for the question assessing their interest in obtaining a doctorate from WKU was determined for the school psychology sample; 59% responded with 7's and 8's and 74% responded with 6's, 7's, and 8's. Thus, there is a very strong interest in obtaining the proposed doctorate degree from WKU.

Focus Group: A focus group was held with prospective doctoral students. Participants in the group were pulled from the western Kentucky region and Louisville and included persons ranging from current students to those with as many as 20 years of experience. They came from a variety of work settings, such as schools, community mental health agencies/centers (in- and outpatient), and private practice. In general, participants were very enthused about the proposed Doctor of Applied Psychology program for a variety of reasons. The most significant reason was the absence of skilled expert practitioners in the rural areas where they practice and the ensuing negative impact to the children of the region who could not access services. Following are examples of comments from the focus group discussion:

- "We run into cases where we have kids who need things and we can't get the needs met because of a lack of quality people to provide service or assessment. People with limited training on children are making decisions with lifelong impact when we [as psychologists] know more."
- "We're in a very rural area. Lots of times when I do an assessment, I know it is showing a specific disorder, like ADHD, but I have to have a doctor's statement." [Due to the fact that doctoral-level professionals are often the only ones considered qualified to make certain diagnoses.]
- "Most of us work in rural communities and we have high needs kids, but there are only therapists at Vandy or UK." Another added, "Which is a shame."
- "There aren't many psychologists in the area to provide counseling or assessment."
- "[The] closest options [to obtain a doctorate degree] are Louisville and Lexington, so to have that option here would be great. There are professionals here who would pursue that degree. I've had so many counseling and clinical social work people say 'Psychology is interesting, and if I'd further my education, that would be the track I'd go.' I think not just psychology but people outside the field [would be] willing to put in the work."
- "We'd enjoy being in a program in our area, more of a rural area without having to travel."
- "I've just started my internship, and I get cases I don't know much about, and I think it would be great to continue my education so I'd feel more competent."

b. Identify the applicant pool and how they will be reached.

The applicant pool will consist of persons from the region, state, and nation. Given the proposed doctoral program builds upon the current master's/specialist graduate programs at WKU, it will be relatively easy to reach potential applicants. First, the faculty keep track of many graduates from the clinical and school psychology programs. Those potential candidates can be contacted directly. Second, state associations for clinical and school psychology will post information about the new doctoral program at WKU to spread awareness throughout Kentucky. Third, the American Psychological Association and the National Association of School Psychologists publish and post information about all graduate psychology programs in the country. Finally, faculty from the Doctor of Applied Psychology program will encourage minority students through distributing information about the program to master's-level programs at Historically Black Colleges and Universities. Thus, information about our doctoral program will be readily available to everyone seeking information about doctoral programs in psychology.

c. Describe the student recruitment and selection process.

Recruitment will be accomplished through the direct contact of the top graduates of our clinical and school psychology master's/specialist programs and through state and national associations. Applicants will be selected after reviewing their academic credentials (e.g., grade point average, Graduate Record Exam scores) and professional experiences. The applicants with the top credentials will be invited in for interviews to assess interpersonal skills, career goals, and critical thinking skills. An on-demand writing sample may also be obtained. Given the high number of applicants at other psychology doctoral programs, the selection process will assure top-quality students are chosen for matriculation.

d. Identify the primary feeders for the program.

The primary feeder for the program, at least initially, is expected to be graduates of, and current students in, the master's/specialist clinical and school psychology programs at WKU. As the program becomes established, it is expected that applicants from across the nation will be seeking enrollment in the proposed program.

e. Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program.

Given the fact that it is typical for applied psychology doctoral programs to enroll small numbers of students, the addition of this doctoral program is expected to have a very small net increase on WKU's total student enrollment. The net increase of students in doctoral programs at WKU should be larger, but will still not be too big.

f. Project estimated student demand for the first five years of the program.

Our focus group and surveys of prospective students have already generated a lot of interest from students. We are planning on limiting each cohort to 10 students. We fully anticipate having 10 new students per year for the first five years of the program.

Academic Year	Doctoral Candidacies	Degrees Conferred	Number Enrolled
AY15	10	0	10
AY16	10	0	20
AY17	10	10	20
AY18	10	10	20
AY19	10	10	20

2. Employer Demand: Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers’ preferences for graduates of the proposed program over persons having alternative existing credentials and employers’ willingness to pay higher salaries to graduates of the proposed program.

a. Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Demand at the national level is apparent when examining (i) U.S. Government’s labor statistics, (ii) the mental health needs in our country, and (iii) the emphasis by the federal government to fund mental health needs. Each of these three pieces of evidence will be described in more detail and then employer demand at the regional level will be described.

Labor Statistics: The U.S. Government’s Bureau of Labor Statistics annually publishes the *Occupational Outlook Handbook*. The 2014 edition of the handbook states that “employment of clinical, counseling, and school psychologists is expected grow 22 percent [from 2010 to 2020], faster than average for all occupations²⁰.” The growth is expected to occur because of a greater demand for services for those with depression, marriage and family problems, job stress, and addictions. In particular, more psychologists were noted to be needed for the increasing population of three groups: (a) the aging, (b) veterans suffering from war trauma, and (c) individuals with autism. The *Occupational Outlook Handbook* further notes that “job prospects should be best for those who have a doctoral degree in an applied specialty” and that “employment of school psychologists will grow to accommodate the increasing number of children in schools, and many will also be needed to replace workers who retire.” The *Occupational Outlook Handbook* lists the median pay for clinical, counseling, and school psychologists as \$67,650. As further evidence of the need for more school psychologists, *U.S. News and World Report* has listed school psychology as one of the top 100 jobs for the past several years. For 2014, it is listed as number 31 overall and the number one job in the social services field.

Mental Health Needs: National statistics from federal government state 1 in 5 American adults has experienced a mental health issue, 1 in 10 young people has experienced a period of Major Depressive Disorder, and 1 in 20 Americans lives with a serious mental illness, such as Schizophrenia, Bipolar Disorder, or Major Depressive Disorder.²¹ Similarly, the Substance Abuse & Mental Health Services Administration (SAMHSA)²² states that 43.7 million American adults experienced a diagnosable mental illness in 2012. The lack of mental health services is especially acute in rural areas of the country and for children. In rural areas, the proportion of people with, or at risk for, mental and

²⁰ Bureau of Labor Statistics. (2014). Occupational outlook handbook. Retrieved from <http://www.bls.gov/ooh/>.

²¹ U.S. Department of Health & Human Services. (2013). Mentalhealth.gov. Retrieved from <http://www.mentalhealth.gov/>

²² Substance Abuse and Mental Health Services Administration (SAMHSA). (2013). Substance Abuse and Mental Health Services Administration (SAMHSA). Retrieved from <http://www.samhsa.gov>.

behavioral health problems was higher than for urban areas, resulting in issues such as higher suicide rates, more obesity, and equal or greater likelihood of substance abuse.^{23,24} However, fewer services are available in rural areas. Children and adolescents are also an underserved population. Children and adolescents do not outgrow their unmet mental and behavioral health problems. The Centers for Disease Control and Prevention detail numerous health risk behaviors and mental health difficulties that result from adverse childhood experiences.²⁵ Despite the pervasiveness of mental health concerns in the United States, only 41% of adults received any mental health services,²⁶ and fewer than 20% of children and adolescents with diagnosable mental health problems receive the treatment they need.²⁷ SAMHSA noted that one of the main reasons adults with mental illness did not obtain help was that they did not know where to go for services due to the limited availability and accessibility of services.

Federal Funding Opportunities: Currently, there is a renewed emphasis by the federal government to fund unmet mental health needs. The U.S. Department of Health and Human Services announced on December 10, 2013 that \$50 million will be allocated to expand mental health and substance use disorder services in community health centers nationwide, and another \$50 million will be allocated "for the construction, expansion, or improvement of mental health facilities in rural areas over the next three years²⁸." An additional \$130 million initiative is proposed to help teachers recognize signs of mental illness in students. SAMHSA is planning \$8 million in funding to improve, expand, and sustain services for children with serious emotional disturbance and their families, and another \$23 million to improve behavioral outcomes for children and youth with serious emotional disturbances and their families. The millions of dollars in federal funding have two implications: One is that as more resources are channeled toward mental health needs, the need for mental health service providers will be greater. The second implication is the potential for grant funding for research and service projects by the WKU faculty affiliated with the Doctor of Applied Psychology program.

Focus Groups. In the previous section, it was noted that a focus group was conducted with prospective doctoral students. Two other focus groups, representing employers of clinical and school psychologists were conducted. These focus groups included CEOs of community mental health centers in the region; clinicians who had worked in hospitals, university settings and in private practice; special education directors in rural and local school systems; and a representative of an educational cooperative (Green River Region Educational Cooperative). In general, the group was very concerned about the shortage of skilled clinicians. Following are examples from the focus group discussion:

- Before we could start with our questions we had a statement of support from one of the CEOs, "I think this is a great idea. I've talked to our clinical leadership already. You've got our support." When another CEO was asked if the organization would hire Psy.D. psychologists if they were available, the response was an enthusiastic, "Yes!"

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²⁴ Gray, J.S. (2011). Rural mental health research white paper for National Institute of Mental Health. Grand Forks, ND: University of North Dakota. P. 51. http://ruralhealth.und.edu/pdf/j_gray_nimh_white_paper.pdf

²⁵ Centers for Disease Control and Prevention. (2011). Adverse childhood experiences (ace) study. Retrieved from <http://www.cdc.gov/ace/>

²⁶ Substance Abuse and Mental Health Services Administration (SAMHSA). (2013). Substance Abuse and Mental Health Services Administration (SAMHSA). Retrieved from <http://www.samhsa.gov>

²⁷ U.S. Department of Health & Human Services. (2013). Mentalhealth.gov. Retrieved from <http://www.mentalhealth.gov/>

²⁸ United States Department of Agriculture. (2014). USDA announces support for mental health facilities in rural areas. Retrieved from <http://www.usda.gov/wps/portal/usda/usdamediafb?contentid=2013/12/0234.xml&printable=true&contentidonly=true>

- One CEO said, "I'd hire today. We're competing with Fort Knox, etc., and we've lost some of our better therapists. We can't compete with federal benefits. We need to find clinicians who want to go back and continue their education, and we need front-line staff folks in rural Kentucky."
- An individual who is the only psychologist on staff says, "I supervise a number of [personnel]. Having a psychologist or two on board would save a lot of time and money for the agency."
- A clinician added, "I think it would make a difference for LifeSkills [in Bowling Green] and Hopkinsville and Owensboro. What happens with Spalding [University's Psy.D. program] is they connect with Louisville and some in Elizabethtown."
- "There's a serious need for psychologists in rural America, and there's some data showing the number of psychologists per capita in Kentucky is in the lowest 10 states for the number of psychologists available to work with population. We have a need in Kentucky, no doubt about it."
- "I do think rural areas [are] underserved. [We are] dealing with co-occurring issues in mental health, intellectual and developmental issues, brain issues and post-traumatic stress and you really have to know what you are doing. That to me is the biggest challenge."
- "There are not a lot [of doctoral-level psychologists] around us. To try and get testing, unless we can do with the folks on staff, you are out of luck. There's a huge void as there is for most advanced clinicians."
- "I can see a great demand for clinical services for veterans and outreach ...[at] both VA centers and community clinics." In response to the above, another said, "I agree. There is a growing need for veteran services and is even more pronounced in rural areas. I'm the only psychologist and I have way more referrals than I can keep up with."
- "He mentioned a need with veterans. That's growing.... I think there is going to be a long-term need as result of all the attention for PTSD and traumatic brain injury. At Fort Knox they are looking for clinical social workers and psychologists as they are all over the country. That's another Kentucky need. There are a lot of veterans in Kentucky.... Kentucky has a real need in rural areas and among Kentucky active and retired military veterans."

3. Academic Disciplinary Needs: Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons.

a. If the proposed program is an advanced practice doctorate, explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

Psychology is beginning to see a convergence of research on the brain and technological advancements that have the potential to shift the practice of psychology. Changes in the health care laws and diagnostic practices are also creating ripples in the field. In addition, the population of the U.S. is increasingly diverse. A doctoral program will enable Kentucky to stay current with those changes. Further, the Doctor of Applied Psychology program is needed for the reasons specified earlier in this document. There is a need for more practitioners in the state, particularly doctoral-level practitioners who can supervise master's-level practitioners.

4. Similar programs: A new program may serve the same potential student population, the proposed program must be sufficiently different from existing programs in the state or access to existing programs must be sufficiently limited to warrant initiation of a new program.

Of the 16 states in the Southern Regional Educational Board (SREB), seven states have institutions offering a Psy. D. program in clinical or school psychology. However only three of these programs are offered at public institutions. There are a total of 14 Psy. D. programs; 9 of which hold APA accreditation. Only one of these programs includes school psychology.

APA Accredited Psy.D. Programs in SREB States

State	Institution	Public Institution	Psy.D Clinical	Psy.D. School	Psy D Combined *
Florida	Carlos Albizu University		● APA		
	Florida Institute of Technology		● APA		
	Nova Southeastern		●APA		
	University of Miami		●APA		
	Florida School of Professional Psychology at Argosy University		●APA		
Georgia	Georgia Southern University	●	● (Applied)		
	Georgia School of Professional Psychology Argosy University		●APA		
Kentucky	Spalding University		●APA		
Maryland	Loyola University Maryland		●APA		
Texas	Baylor University		●APA		
Virginia	James Madison University	●			●APA
	Regent University		●APA		
	The Virginia Consortium				
West Virginia	Marshall University	●	●APA		
States with no Psy.D. program with APA accreditation (n = 9): Alabama, Arkansas, Delaware, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina and Tennessee					

* Psy.D. Combined: School and Clinical programs combined.

Nationally there are 61 Psy. D. programs in clinical psychology and four Psy.D programs in school psychology with APA accreditation. In addition there are three combined school and clinical psychology Psy. D. programs with APA accreditation. These combined programs are at James Madison University in Virginia, and Pace and Yeshiva universities, in New York.

- b. If similar programs exist in Kentucky,
 - i. Does the proposed program differ from existing programs? If yes, please explain.

Yes, WKU’s proposed Doctor of Applied Psychology program, with its practitioner/scholar model of training, differs from the research-oriented Ph.D. programs offered at state institutions, the University of

Kentucky and the University of Louisville. One private institution, Spalding University, offers the only Psy.D. program in clinical psychology in the state. WKU's Doctor of Applied Psychology program is similar to the Clinical Psychology Psy.D. program at Spalding University in its applied emphasis, but WKU's program is distinct in that it will offer both school psychology and clinical psychology concentrations, as well as an explicit focus on developing supervisory skills in doctoral-level professionals. A Psy.D. program in clinical psychology is currently being proposed to the Council on Postsecondary Education by Eastern Kentucky University. It is unknown at this time the extent of the similarities and differences between the two proposed programs. It is anticipated that ECU's program will have a focus on rural mental health, which is one area of emphasis in WKU's proposed program; however, the Appalachia rural region has a culture that is distinct from the western Kentucky rural areas. WKU's program is unique in its focus on supervision training and its inclusion of a school psychology concentration option.

ii. Does the proposed program serve a different student population (i.e., students in a different geographic area) from existing programs? If yes, please explain.

Yes, WKU's proposed program will serve those in the western region of the state. This program will definitely be advantageous to potential students who are geographically bound to this region. It will serve as the only Psy. D. program offering a school psychology concentration and will attract students who are currently school psychology practitioners. However, the program will also appeal to, and attract, potential students from across the state and nation, as well as international students and students interested in a clinical focus.

iii. Is access to existing programs limited? If yes, please explain.

Yes. Doctoral programs typically require a low faculty to student ratio, so few students are accepted into such programs. Statistics cited earlier from the University of Kentucky and the University of Louisville's websites indicate those programs only matriculate 6 to 7 students per year in each of their clinical psychology programs. It is presumed that similarly low numbers of students are accepted at the University of Kentucky's School Psychology Ph.D. program (where they have had an average of 2.8 graduates per year over the last five years). Spalding University's Clinical Psychology Psy.D. program accepts approximately 30 students per year. Thus approximately 49 students (7 in the University of Kentucky Clinical Psychology Ph.D. program, 7 in the University of Louisville Clinical Psychology Ph.D. program, 5 in the University of Kentucky School Psychology Ph.D. program, and 30 in the Spalding University Psy.D. program) are enrolled annually in doctoral programs in the state.

iv. Is there excess demand for existing similar programs? If yes, please explain.

Yes, over the last five years, the number of applicants to the University of Kentucky's Clinical Psychology Ph.D. doctoral program averaged 213 per year while at the University of Louisville it was 141. Spalding University's Psy.D. program receives about 120 applications per year. The total number of applicants to these programs is approximately 474 per year. This is almost 10 times the number of people who are accepted into doctoral programs in the state.

v. Will there be collaboration between the proposed program and existing programs?

In the past members of the Department of Psychology have regularly collaborated on presentations with faculty from Eastern Kentucky University on conference presentations. For the future we expect that shared workshops, service on dissertation committees or conference collaborations across universities will engage participants across campuses. Regular meetings between the Directors of Clinical Training from the doctoral programs to discuss issues and brainstorm solutions to difficulties would be beneficial to all parties. Because each doctoral program in the state has its own specific training objectives and local sites used for applied

training purposes curricular collaboration is more challenging. However, one of the responsibilities of doctoral-granting programs is to provide community outreach. Currently, there are plans underway to provide a speaker series that would be made available to faculty and students of WKU, practitioners in the community, and faculty members from other institutions.

Currently Eastern Kentucky University is also proposing to implement a clinical psychology Psy.D. program. The Doctor of Applied Psychology program is distinct from the program proposed by Eastern Kentucky University, in terms of both focus (Eastern Kentucky University's program focuses on rural Appalachian mental health; WKU's program focuses on supervision) and scope (Eastern Kentucky University's program is solely a clinical psychology program; WKU's program incorporates both clinical psychology and school psychology). Thus, the two programs are not competing, but can be seen as complementary programs responding to the needs of particular regions of the state. Because both Eastern Kentucky University and WKU are creating applied doctoral programs at the same time, it would be beneficial for the members of each faculty to regularly meet and discuss the issues that have arisen in their programs and how they were resolved.

D. Cost and Funding of the Proposed Program

The resource requirements and planned sources of funding of the proposed program must be detailed in order to assess the adequacy of the resources to support a quality program. This assessment is to ensure that the program will be efficient in its resource utilization and to assess the impact of this proposed program on the institution's overall need for funds.

1. Will this program require additional resources?

a. If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

No additional physical resources will be needed to implement the Doctor of Applied Psychology program. The classroom facilities in Gary Ransdell Hall are sufficient to the needs of the program. The Doctor of Applied Psychology program will take advantage of the existing Psychology Training Clinic, a teaching clinic with over 20 therapy/assessment rooms and video recording capabilities, in order to teach applied skills. Office and laboratory space, while more difficult to obtain, will be available.

Four additional faculty will be needed in order to appropriately staff the program. A staffing plan has been created to address this need. Two new faculty members (one clinical psychologist and one school psychologist) will be hired prior to accepting the first cohort of students into the Doctor of Applied Psychology program. An additional two faculty members (one clinical psychologist and one school psychologist) will be hired before the second cohort is admitted. Salaries for these faculty will be funded through student tuition dollars.

2. Will this program impact existing programs and/or organizational units within your institution?

a. If yes, please describe the impact.

It is anticipated that the creation of the Doctor of Applied Psychology program with concentrations in Clinical Psychology and School Psychology will have little impact upon the offerings of the undergraduate Bachelor of Arts program in Psychology. However, should there be an impact, the impact is anticipated to be positive on the undergraduate program. Students in the program will provide additional instructors with real world experience to teach undergraduate courses as doctoral student fulfill assistantship duties. There will also be more research team opportunities for undergraduates in the baccalaureate.

The Doctor of Applied Psychology program will have a similar effect on the existing master's and educational specialist programs in the Department of Psychology, through exposure to teachers and supervisors with a variety of backgrounds and more research projects.

The Doctor of Applied Psychology program should not have an impact on any other program or organizational unit at WKU.

3. Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program.

The Doctor of Applied Psychology program fills a significant need for doctoral-level mental health care professionals in the region. Thus, creation of a Psy.D. program that will recruit students to the area and work to retain them via internship placement is a significant benefit. Not only does such a program bring in good students, it also allows good local students to remain in the area and not seek higher education experiences elsewhere. Therefore, not only is an identified need satisfied (i.e., a need for mental health care professionals to treat those in rural areas), but state resources (i.e., intelligent students) are not lost to other states.

Since implementation of the program is minimal (i.e., the actual costs of the program appear to be covered via student tuition dollars), these benefits outweigh the costs.

4. If this is an advanced practice doctorate, provide assurance that funding for the program will not impair funding of any existing program at any other public university.

The Doctor of Applied Psychology program will not have any funding impact on programs at other public universities in Kentucky. The faculty for the program will be drawn from faculty in the Department of Psychology at WKU, and additional faculty lines will be allotted from University resources.

Beyond personnel costs for new faculty, the budget for the Doctor of Applied Psychology program will involve a minimal increase over the current budget for the Clinical Psychology M.A. and the School Psychology Ed.S. programs. This increase will be covered via a number of different mechanisms, including, but not limited to, student tuition, seeking grant funds and a doctoral student fee.

Cost/Funding Explanation

Complete the following table for the first five years of the proposed program and provide an explanation of how the institution will sustain funding needs. *The total funding and expenses in the table should be the same, or explain sources(s) of additional funding for the proposed program.

Degree Type:

Graduate

Degree Major:

PsyD

		(FY 16)	(FY 17)	(FY 18)	(FY 19)	(FY 20)
A. Funding Sources, by year of program		1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Resources Available from Federal Sources						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Total Resources Available from Other Non-State Sources						
	New:					
	Existing:					
Narrative Explanation / Justification:						
State Resources						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Internal						
	New:					
	Existing:	\$85,701	\$88,272	\$90,919	\$93,646	\$96,456
Narrative Explanation / Justification:		This is allocated from the existing budget for the Department of Psychology.				

Student Tuition						
	New:	\$117,500	\$120,310	\$123,200	\$126,180	\$129,250
	Existing:	\$ -	\$120,310	\$168,250	\$172,220	\$176,310
Narrative Explanation / Justification:		Year 1 includes tuition and fees for 10 full-time students (\$490 per credit hour for 9 credit hours per semester and \$1200 per semester fee). Year 2 and beyond includes tuition and fees for 20 full-time students.				
Total (Section A)						
	New:	\$117,500	\$120,310	\$123,200	\$126,180	\$129,250
	Existing:	\$85,701	\$208,582	\$259,169	\$265,866	\$272,766
	Total Funding Sources:	\$203,201	\$328,892	\$382,369	\$392,046	\$402,016
B. Breakdown of Budget Expenses / Requirements		1st Year	2nd Year	3rd Year	4th Year	5th Year
Staff: Executive, Administrative and Managerial						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Other Professional						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Faculty						
	New:	\$54,982	\$111,613	\$114,961	\$118,410	\$121,962
	Existing:	\$80,887	\$83,314	\$85,813	\$88,387	\$91,039
Narrative Explanation / Justification:		Faculty salaries include 2 new assistant professors (40% of load) in Year 1 and 2 new assistant professors (40% of load) in Year 2. Current full-time faculty are estimated at 20% of load.				

Graduate Assistants (if master's or doctorate)						
	New:	\$40,268	\$57,467	\$83,159	\$85,540	\$87,994
	Existing:					
Narrative Explanation / Justification:		Providing approximately 5 graduate assistantships in year one, approximately 7 in year two, approximately 10 in years three and four, and approximately 11 in year five.				
Student Employees						
	New:					
	Existing:	\$1,110	\$1,143	\$1,177	\$1,212	\$1,248
Narrative Explanation / Justification:		This represents partial salary for student workers from the Department of Psychology.				
Equipment and Instructional Materials						
	New:	\$4,500	\$8,000	\$20,000	\$20,000	\$20,000
	Existing:	\$1,825	\$1,880	\$1,936	\$1,994	\$2,054
Narrative Explanation / Justification:		The existing portion is an allocation from the existing Department of Psychology operating budget. New funds will be used to maintain the testing equipment in the Psychology Training Clinic.				
Library						
	New:	\$750	\$750	\$750	\$750	\$750
	Existing:					
Narrative Explanation / Justification:		The library maintains a collection to support the Psychology Department, which includes materials for the Doctor of Applied Psychology program. Acquisitions for the Doctor of Applied Psychology program amount to \$750 per year, and will support the program sufficiently.				
Contractual Services						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Academic and / or Student Services						
	New:					
	Existing:					
Narrative Explanation / Justification:						

Other Support Services						
	New:		\$18,790	\$37,580	\$38,700	\$39,854
	Existing:	\$1,879	\$1,935	\$1,993	\$2,053	\$2,115
Narrative Explanation / Justification:		This represents part of the salary for the existing office associate for the Department of Psychology, who will provide support for the program. In the second year and beyond, a new half-time administrative assistant will be hired to provide support exclusively for the program. This position moves to full time in year three.				
Faculty Development						
	New:	\$7,000	\$14,000	\$15,000	\$15,000	\$15,000
	Existing:			\$	\$	\$
Narrative Explanation / Justification:		In Year 1, this represents Faculty Development support for seven faculty. In Year 2 and beyond, it is support for nine faculty.				
Assessment						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Student Space and Equipment (if doctorate)						
	New:					
	Existing:					
Narrative Explanation / Justification:						
Faculty Space and Equipment (if doctorate)						
	New:	\$10,000	\$10,000			
	Existing:					
Narrative Explanation / Justification:		Equipment needed to furnish the offices of four new faculty.				
Other						
	New:		\$20,000	\$20,000	\$20,000	\$20,000
	Existing:					
Narrative Explanation / Justification:		Starting in Year 2, student travel money for 20 students.				

Total (Section B)						
	New:	\$117,500	\$240,620	\$291,450	\$298,400	\$305,560
	Existing:	\$85,701	\$88,272	\$90,919	\$93,646	\$96,456
	Total Budget Expenses / Requirements:	\$203,201	\$328,892	\$382,369	\$392,046	\$402,016
Grand Total						
	Available Funds - Expenses:	\$ --	\$ --	\$ --	\$ --	\$ --

E. Program Review and Assessment

Describe program evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission.

1. For each assessment method, please provide the direct indicators of achievement of program-level student learning outcomes and frequency of data collection:

There are three general objectives of the Doctor of Applied Psychology program. Students will be able to 1) function as an ethical practitioner/scholar; 2) provide ethical supervision; and 3) contribute to the practice and scholarship in the discipline of psychology. Program assessments have been selected that address each of these objectives. To evaluate the success of the first objective, function as an ethical practitioner/scholar, performance on the licensing examination (the Examination for the Professional Practice in Psychology) will be assessed. To evaluate the success of the second objective, provide ethical supervision, supervisee, teacher, and internship supervisor ratings of the student's performance as a supervisor will be collected. To evaluate the success of the third objective, dissertation completion rates will be evaluated. In addition, student success on the qualifying examination will be tracked, as that also assesses all three objectives. Ratings from supervisors from the pre-doctoral internship will also be used as a method to evaluate program success; these ratings can provide information on the first two objectives.

- a. Which components will be evaluated? When will the components be evaluated?

When assessing performance on the licensing examination, the students' scores on the examination will be collected. This will occur when they take the licensing examination

Supervisee and teacher ratings of student supervision will occur at the middle and end of the semester in which students take supervision classes (Basic Supervision and Advanced Supervision).

For dissertation success, dissertation proposal and defense rates will be collected. These will be collected every semester.

Scores from the qualifying examinations will be collected on a yearly basis, most likely in the spring semester.

Internship supervisor ratings will be collected every semester in which students are completing the predoctoral internship.

b. When will the data be collected?

When assessing performance on the licensing examination, the students' scores on the examination will be collected. This will occur when they take the licensing examination

Supervisee and teacher ratings of student supervision will occur at the middle and end of the semester in which students take supervision classes (Basic Supervision and Advanced Supervision).

For dissertation success, dissertation proposal and defense rates will be collected. These will be collected every semester.

Scores from the qualifying examinations will be collected on a yearly basis, most likely in the spring semester.

Internship supervisor ratings will be collected every semester in which students are completing the predoctoral internship.

c. How will the data be collected?

The Director of Clinical Training will be responsible for coordinating the data collection. Most data can be collected via tracking the performance of students within the program.

d. What will be the benchmarks and/or targets to be achieved?

The benchmarks for performance on the licensing examination will be:

Within five years of program implementation, 70% of the students who take the licensing examination will pass it.

Within 10 years of program implementation, 90% of those who take the licensing examination will pass it.

The benchmarks for the ratings of supervision will be:

On average, students will be rated a 5 on a seven-point scale, from 1 (poor) to 7 (excellent), with no student receiving a rating lower than 2. This benchmark will apply to student ratings, teacher ratings, and internship supervisor ratings.

The benchmarks for dissertation completion will be:

Within five years of program implementation, 60% of the students will pass a dissertation proposal meeting within two years of beginning the program

Within 10 years of program implementation, 80% of the students will pass a dissertation proposal meeting within two years of beginning the program

Within five years of program implementation, 60% will defend a dissertation within two years of passing a dissertation proposal meeting

Within 10 years of program implementation, 80% will defend a dissertation within two years of passing a dissertation proposal meeting

The benchmarks for qualifying examination performance will be:

Within five years of program implementation, 70% of the students will pass the qualifying examination on their first attempt

Within 10 years of program implementation, 90% of the students will pass the qualifying examination on their first attempt

e. What individuals or groups will be responsible for data collection?

The Director of Clinical Training will ultimately be responsible for collection and dissemination of program evaluation data. The Director of Clinical Training will rely on all faculty associated with the Doctor of Applied Psychology program to aid in data collection.

f. How will the data and findings be shared with faculty?

Following the completion of the spring semester, a yearly report of the progress on meeting programmatic goals will be compiled. All faculty associated with the Doctor of Applied Psychology program will be involved in the creation of this report. Therefore, they will have knowledge of its contents.

g. How will the data be used for making programmatic decisions?

The annual report will include data-based recommendations for programmatic changes pertinent to each of the goals.

2. What are the measures of teaching effectiveness?

WKU routinely collects student ratings of teaching effectiveness at the end of the fall semester. In addition, our departmental guidelines for performance evaluation examines 3 areas of teaching performance: Planning, Delivery and Assessment of Student Performance. Specific data relevant to each category is collected annually using our Digital Measures collection system and appears in our annual evaluation. Examples of data submitted for each category include:

Planning: has specific learning objectives for each section/unit/chapter and plans course content on said learning objectives; seeks out formative feedback about teaching and subsequently uses acquired knowledge to improve course(s), considers a variety of texts and ancillary materials during text adoption process and upon request can document rationale for adopted texts and materials.

Delivery: uses real-world examples in conveying course material, integrates a new technology which facilitates learning, uses active learning techniques, stimulates effective student participation.

Assessment of Student Performance: routinely evaluates tests/assessments for item quality such as content validity, item difficulty, etc.; creates and uses rubrics for all written assessments (i.e., essay tests, papers, etc.); uses multiple methods of assessment appropriate to course content and purpose.

3. What efforts to improve teaching effectiveness will be pursued based on these measures?

The specific efforts will be dependent on the individual results and situation. Faculty meet annually with the department head to review progress and make plans for the coming year. Our co-department heads are Educational Psychologists and will be particularly helpful in working with faculty to develop specific reflective improvement plans.

4. What are the plans to evaluate students' post-graduate success?

The ultimate goal is that our students who seek licensure achieve it. We maintain data on success rates for our masters-level students and will do the same for doctoral-level students. We also intend to track completion of dissertation proposals and dissertations to monitor their timeliness. Periodically we will conduct a survey of graduates and employers to determine if needs are being met by the program. Ideally we will also survey supervisees of our graduates. All of this information will contribute to “closing the loop” and revising the program to meet graduate needs.

Appendix A
Faculty Roster Form
Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Western Kentucky University

Name of Primary Department, Academic Program, or Discipline: Doctorate of Applied Psychology

Academic Term(s) Included: 2013-2014

Date Form Completed: 04/11/14

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Rick Grieve (F)	<p><u>Fall 2013</u> PSY 560 Intellectual Assessment, 3 hrs. (G)</p> <p><u>Winter, 2014</u> PSY 541 Professional Issues & Ethics in Psychology, 3 hrs. (G)</p> <p><u>Spring 2014</u> PSY 660 Assessment of Personality and Socio-Emotive Functioning, 3 hrs. (G)</p> <p>PSY 662 Practicum in Psychology, 2 hrs. (G)</p>	<p>Ph.D., Clinical Psychology, University of Memphis</p> <p>M.S., Clinical Psychology, University of Memphis</p>	<p>Kentucky Licensed Psychologist</p> <p>Clinical Practice focused on providing assessment</p> <p>Research Expertise: Male Body Image, Sport Fan Behavior</p> <p>Director of Clinical Psychology Master's program.</p>
Carl Myers (F)	<p><u>Fall 2013</u> PSY 511 Psychology of Learning, 3 hrs. (G)</p> <p>PSY 561 Advanced Assessment in Educational Settings, 3 hrs. (G)</p> <p>PSY 662 Practicum in Psychology, 2 hrs. (G)</p> <p>PSY 699, Specialist Project, 1 hr. (G)</p> <p><u>Winter, 2014</u> PSY 541 Professional Issues & Ethics in Psychology, 3 hrs. (G)</p> <p><u>Spring 2014</u> PSY 562 Practicum in Psychological Assessment, 3 hrs. (G)</p> <p>PSY 662 Practicum in Psychology, 2 hrs. (G)</p>	<p>Ph.D., School Psychology, Iowa State University</p> <p>Ed.S., School Psychology, Iowa State University</p>	<p>Kentucky Licensed Psychologist</p> <p>Nationally Certified School Psychologist</p> <p>Kentucky Certified School Psychologist</p> <p>State Ethics Chair for the Kentucky Association for Psychology in the Schools</p> <p>Former President, Kentucky Association for Psychology in the Schools</p> <p>Director of the School Psychology Ed.S. program</p>

	PSY 699, Specialist Project, 1 hr. (G)		
Elizabeth Jones (F)	<u>Fall 2013</u> PSY 390 Field Experience in Psychology, 3 hrs. (UT) PSY 592 Psychology Internship, 3 hrs. (G) <u>Spring 2014</u> PSY 643 Educational Assessment and Intervention, 3 hrs. (G) PSY 645 Consultation in Educational and Mental Health Settings: Theory and Practice, 3 hrs. (G) PSY 592 Internship in Psychology, 3 hrs. (G) <u>Summer 2014</u> PSY 540 Behavior Problems of Childhood and Adolescence, 3 hrs. (G)	Ph.D., Educational Psychology – School Psychology, University of Georgia Ed.S., School Psychology, University of Georgia M.Ed., School Psychometry, University of Georgia	Kentucky Licensed Psychologist Nationally Certified School Psychologist
Sally Kuhlenschmidt (F)	<u>Fall 2013</u> PSY 440 Abnormal Psychology, 3 hrs. (UT) PSY 440G Abnormal Psychology, 3 hrs. (G) <u>Spring 2014</u> On administrative transition leave, returning to full time teaching in fall.	Ph.D., Clinical Psychology, Purdue University M.S., Clinical Psychology, Purdue University	Kentucky Licensed Psychologist since 1988
Ronda Talley (F)	<u>Fall 2013</u> PSY 310 Educational Psychology, 3 hrs. (UT) PSY 199 Developmental Psychology, 3 hrs. (UT) PSY 514 Program Evaluation, 3 hrs. (G) <u>Spring 2014</u> PSY 422 & 422G Adolescent Psychology, 3 hrs. (UT & G) PSY 443 & 443G Behavior Modification, 3 hrs. (UT & G) PSY 390 Practicum in Psychology, 3 hrs. (UT)	M.Ed., Special Education, University of Louisville Ed.S., Administration & Supervision, University of Louisville Ph.D., Educational/School Psychology, Indiana University M.P.H., Health Policy & Administration, Johns Hopkins University	Kentucky Licensed (Health) Psychologist Kentucky Certified School Psychologist Former Director of Policy & Advocacy in the Schools, American Psychological Association Former Assistant Executive Director for Education & Director, Center for Psychology in Schools and Education, American Psychological Association Former President, Kentucky Association for Psychology in the Schools
Bill Pfohl (P)	<u>Fall 2013</u>	Psy.D., Clinical & School Psychology, Rutgers	Kentucky Licensed Psychologist

	<p>PSY 545 Clinical Child Psychology, 3 hrs. (G) PSY 440 (2 sections) and 440G Abnormal Psychology, 3 hrs. (UT & G)</p> <p><u>Spring 2014</u> (did not teach)</p>	<p>M.A., School Psychology, St. Bonaventure University</p>	<p>Nationally Certified School Psychologist</p> <p>President, International School Psychologists Association (2009-2011)</p> <p>President, National Association of School Psychologists (2006-07 & 1996-97)</p> <p>National Emergency Assistance Team – member (1997-present)</p>
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F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Appendix B
Letters of Support for the Doctor of Applied Psychology Program



1100 Walnut Street
P. O. Box 1637
Owensboro, Kentucky 42302-1637
Phone (270) 689-6500
Fax (270) 689-6677
www.rvbh.com
info@rvbh.com

Behavioral Health

Your Choice for Solutions

March 20, 2014

To Whom It May Concern:

This letter is to certify that RiverValley Behavioral Health is committed to supporting the Clinical and School Psychology Psy.D. program at Western Kentucky University. As part of this commitment, RiverValley Behavioral Health is willing to accept up to two (2) clinical psychology practicum students per year, with the exact number to be determined via consultation with the program Director of Clinical Training. Other programs that also are trained through RiverValley Behavioral Health include Western Kentucky University Schools of Social Work, Counseling; Lindsey Wilson College Counseling Education Program; Owensboro Community and Technical College Nursing Program, University of Kentucky Nursing Program, Kentucky Wesleyan College Social Science Department; and the University Of Southern Indiana Departments of Psychology and Social Work.

Sincerely,

A handwritten signature in black ink, appearing to read "Lionel R. Phelps II", is written over a faint, circular stamp or watermark.

Lionel R. Phelps II, Psy.D.
Vice President of Research & Program Development
Director of Student Affairs

RIVENDELL

BEHAVIORAL HEALTH HOSPITAL

Because No One Should Have To Face A Crisis Alone.

April 9, 2014

To Whom It May Concern:

This letter is to certify that Rivendell Behavioral Health Services is committed to supporting the Clinical and School Psychology Psy.D. program at Western Kentucky University. Rivendell will be willing to accept up to three clinical psychology practicum students per year. The exact number of students will be determined through collaboration between Rivendell's Director of Clinical Services and Western Kentucky University.

Other schools and programs that also train at Rivendell Behavioral Health Services include:

- Western Kentucky University – Bowling Green, KY
 - Bachelor's and Master's in Social Work
 - Associates Degree in Nursing
 - Master's in Marriage and Family Therapy
 - Master's in Professional Counseling
 - Bachelor's and Master's in Psychology
 - Bachelor's and Master's in Nursing
 - Master's in Healthcare Administration
 - Bachelor's in Health Information Management
- University of Southern Indiana – Evansville, IN
 - Master's in Nursing
 - Advanced Practice Registered Nursing program
- University of Louisville – Louisville, KY
 - Advanced Practice Registered Nursing program
 - Master's in the Science of Social Work
- Vanderbilt University – Nashville, TN
 - Advanced Practice Registered Nursing program

If there are any questions please do not hesitate to call me.

Sincerely,



Janice Richardson LCSW
Chief Executive Officer

**Exceptional Child Education
Placement and Pupil Assessment**

VanHoose Education Center
P. O. Box 34020
Louisville, Kentucky 40232-4020
Placement: (502) 485-3215
Pupil Assessment: (502) 485-6052
Fax: (502) 485-6247



4/16/14

Carl Myers, PhD
School Psychology Program
Western Kentucky University
3012 Gary A. Ransdell Hall
1906 College Heights Blvd, #21030
Bowling Green, KY 42101-1030

Dear Dr. Myers:

Please accept this letter to indicate that the Jefferson County Public School District (JCPS) is committed to supporting the Applied Psychology Psy.D program at Western Kentucky University. Our District has previously accepted school psychology graduate students for their practicum placements and is willing to continue to do so with doctoral students as needed and as appropriate for the needs of our school district. We could accommodate 2 students per year. Because our staff includes professionals with doctorate degrees and are licensed by the Kentucky Board of Examiner of Psychology, we have often provided practicum placements for students in doctoral programs. Over the years, the District has served as a practicum placement for doctoral students from the University of Louisville and Spalding University.

I wish you well in your efforts in obtaining an Applied Psychology Psy.D program at Western Kentucky University. If I can be of help in the future, feel free to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Bargione", is written over a faint, larger version of the same signature.

Joseph L. Bargione, PhD
Lead Psychologist
Certified School Psychologist
Licensed Psychologist (KY #700)
Jefferson County Public Schools

www.jcpsky.net

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Seth Southard
Assist. Superintendent of Secondary
Curriculum
Kara Bullock
Assist. Superintendent of Curriculum
Brian Decker, CPA, CSFM
CFO/Treasurer
Christy Nofsinger
Director of Special Education
Tony Minton
Human Resource Director

Ohio County Schools



315 East Union Street
P. O. Box 70
Hartford, Kentucky 42347
(270) 298-3249
Fax (270) 298-3886

Board Members
Brad Beatty
Chairman
Fordsville
Dwight Raymond
Vice Chairman
Beaver Dam
Jeff Evans
Center town
Barry Geary
Hartford
Jay Raymond
Horse Branch/
Southern


Scott Lewis, Superintendent

14 April 2014

To Whom It May Concern:

This letter is to certify that the Ohio County School District is committed to supporting the Applied Psychology Psy.D. program at my alma mater, Western Kentucky University. Ohio County Schools has previously accepted school psychology graduate students for their practicum placements and is willing to continue to do so with doctoral students as needed and as appropriate for the needs of our school district.

Sincerely,



Christy G. Nofsinger
Director of Special Education

BOARD MEETS THIRD THURSDAY AT 6:00 P.M.

Non-Discriminatory Policy Statement
Students, their parents and employees of the Ohio County Board of Education, are hereby notified this school district does not discriminate on the basis of race, color, religion, gender, genetic information, national or ethnic origin, political affiliation, age or disabling condition in employment, educational programs, vocational programs or activities as set forth in Title IX, Title VI, Section 504, and ADA. Any person having inquires concerning the Ohio County Board of Education compliance with Title IX, Title VI, Section 504, and ADA is directed to contact Christy Nofsinger, Ohio County Board of Education, P.O. Box 70, 315 East Union Street, Hartford, KY 42347, 298-3249, who has been designated to coordinate the district's efforts to comply with Title IX, Title VI, and Section 504.

Dates of prior committee approvals:

Department of Psychology	<u>02-21-2014</u>
CEBS Curriculum Committee	<u>03-06-2014</u>
PEC (for information)	<u>03-19-2014</u>
Graduate Council	5/8/14