CEBS CURRICULUM COMMITTEE
3:00 pm – March 4, 2014
GRH 3073

I.   Approval of Minutes of the February 4, 2014 CEBS Curriculum Committee. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)

II.   **New Business**

School of Teacher Education
1.   New Course – ID 460, Introduction to Instructional Design
2.   New Course - ID 465, Analysis and Design of Training
3.   New Course - ID 470, Development and Evaluation of Training
4.   New Course - ID 475, Interactive Multimedia for Training
5.   New Certificate Program – Interactive Training Design

Counseling and Student Affairs
1.   New Course - CNS 606, Family Counseling Techniques
2.   Revise a Program - Counseling #043

Psychology
1.   New Course – PSY 701, History and Systems of Applied Psychology
2.   New Course – PSY 741, Family Systems in Therapy
3.   New Course – PSY 751, Clinical Psychopharmacology
4.   New Course – PSY 766, Assessment of Autism Spectrum Disorder
5.   New Course – PSY 777, Foundations of Supervision
6.   New Course - PSY 785, Doctoral Seminar in School Psychology
7.   New Course – PSY 791, Advanced Psychology Practice
8.   New Course – PSY 792, Advanced Practicum in School Interventions
9.   New Course – PSY 801, The Profession of Clinical Psychology
10. New Course – PSY 877, Advanced Clinical Supervision
11. New Course – PSY 895, Pre-Doctoral Internship
12. New Course – PSY 899, Dissertation in Psychology
13. Create New Program – Doctor of Psychology (Psy.D.)

III.   **Other Business**

Information

▪Discussion of new program proposals using the CPE forms

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

Contact Person: Xiaoxia "Silvie" Huang, xiaoxia.huang@wku.edu, 270-745-4322

1. **Identification of proposed course:**

   1.1 **Prefix and number:** ID 460
   1.2 **Title**: Introduction to Instructional Design
   1.3 **Abbreviated title:** Introduction to ID
   1.4 **Credit hours and contact hours:** 3/3
   1.5 **Type of course:** (L)-Lecture
   1.6 **Prerequisites/corequisites:** none
   1.7 **Course catalog listing:** Systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field; Adapt and apply the Instructional Design (ID) process in a flexible and innovative manner.

2. **Rationale:**

   2.1 Reason for developing the proposed course:
   In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiation of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed course will be an essential part of the requirements of the proposed undergraduate Interactive Training Design certificate program. This survey course will introduce undergraduate students to the systematic approach to instructional design, the contexts of application of this approach and the roles of professionals in this field to be able to adapt and apply the process in a flexible and innovative manner. This course will help students become conversant in the ID models and process, and their applications in a variety of settings. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of the analysis of learning and performance problems, and the design, development, implementation, evaluation, and management of instructional and non-instructional processes and resources intended to improve learning and performance. This course provides an overview of many components of the instructional design process included in the curricular area of Instructional Design.

   2.2 Proposed enrollment for the proposed course:
   Estimated initial enrollment in the course is 8 to 11 students with a projected increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate program, and current overall enrollment in the Instructional

Design master's program. The enrollment should grow after the undergraduate certificate program is promoted and knowledge of its existence is well established. Some students in the undergraduate programs at WKU may use the proposed course as a content elective.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed ID 460 Introduction to Instructional Design course includes some topics covered in LME 445 Introduction to Educational Technology and LME 448 Technology Applications in Education in the Library Media Education program. LME 445 includes principles of ID with emphasis on the integration of educational technology into a classroom setting. LME 448 includes lesson planning with the incorporation of application software in teaching and learning settings. While LME 445 and 448 include some Instructional Design principles, they focus more on the improvement of pupil learning through traditional unit and lesson planning for the classroom. The orientation of the proposed ID 460 is to adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

2.4 Relationship of the proposed course to courses offered in other departments:
The Department of Management offers MGT473 Training in Business and Industry that focuses on an "introduction to theories, research and methods of training needs analysis, program design, implementation, and evaluation". However, ID 460 is different than MGT 473 because the former focuses on a systematic approach to ID and provides a broader conceptual framework of the instructional design field where students will adapt and apply the Instructional Design process in a flexible and innovative manner in a variety of workplace settings, such as business and industry, government, military, and higher educational institutions.

2.5 Relationship of the proposed course to courses offered at other institutions: Only a few benchmark universities offer an undergraduate level course that is similar to ID 460. James Madison University offers LTLE 385 Foundations of Instructional Design focusing on application of instructional theory to the creation of education programs and materials. Bowling Green State University offers TECH 4330 Instructional Design and Delivery that focuses on "learning styles, reading levels, philosophies of learning and education, instructional delivery methods, instructional techniques and evaluation instruments". The proposed ID 460 is similar to these courses but goes beyond their scope with the emphasis on a systematic approach to instructional design and the application in context and roles of professionals.

3. Discussion of proposed course:

3.1 Course Objectives:
Upon accomplishment of this course, students will be able to:

- Compare and contrast Instructional Systems Design (ISD) models in terms of their appropriateness for a given set of education or training development requirements.
- Classify instructional goals according to characteristics of performance and task domains.
- Identify the steps required to accomplish an instructional goal and correlated performance objectives.
- Identify subordinate skills including hierarchical, procedural, cluster, and integrated techniques.
- Determine entry behaviors and knowledge requisite to accomplishment of an instructional goal and correlated performance objectives.
- Ascertain multicultural factors that influence accomplishment of a goal and objectives.
- Produce an ISD process that is tailored to the education and training requirements of a specific organization.

3.2   Content outline:

- Foundations of Instructional Systems Design
- General Systems Theory and its relationship to ISD
- Exploration of ISD Models
- Performance Improvement Models and Processes
- ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Model
    - Conducting a Needs Assessment
    - Analyzing Learners and Settings
    - Conducting a Work Analysis
    - High Level Design
    - Design & Development of Instruction
    - Evaluation and Quality Management of Instruction

3.3   Student expectations and requirements: Student expectations and course requirements may include such activities and projects as analyzing the system structure of an organization, preparing a plan for a needs assessment in an organization, or reporting the results of a job/task analysis for all or part of a job. Preparing an instructional system or (Human Performance Technology) HPT process model that is tailored to the requirements of a specific organization will be the culminating project required of each student in the course. All assignments will be evaluated and will contribute to the final grade in the course. Assessments will primarily be performance-based, allowing for the demonstration of the skills of focus within the course.

3.4. Tentative texts and course materials:

Ertmer, P. A., Quinn, J., & Glazewski, K.D., (2014). *The ID casebook: Case studies in instructional design,* 4th ed. Pearson. ISBN 978-0133258257

4. Resources:

    4.1   **Library resources:** Library resources are adequate for the course.

    4.2   **Computer resources:** The CEBS Dean has stated that equipment and software will be secured to support the course.

5. Budget Implications:

    5.1   **Proposed method of staffing:** One of the two full-time Instructional Design faculty members will teach this course. Two other qualified part-time instructors have been identified who could also teach the course if needed.

    5.2   **Special equipment needed:** Adobe Master Collection

    5.3   **Expendable materials needed:** None

    5.4   **Laboratory supplies needed:** None

6. Proposed term for implementation:

  Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education   __02/14/2014_____

CEBS Curriculum Committee   _____

Undergraduate Curriculum Council   _____

University Senate   _____

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

Contact Person: Elena Novak, elena.novak@wku.edu, 745-4135

1. Identification of course:
    1.1 Prefix and number: ID 465
    1.2 Title: Analysis and Design of Training
    1.3 Abbreviated title: Analysis and Design
    1.4 Credit hours and contact hours: 3/3
    1.5 Type of course: (L)-Lecture
    1.6 Prerequisites: junior standing or instructor approval; AND **prerequisites/ corequisites:** ID 460
    1.7 Course catalog listing: Foundational information and activities to develop the skills necessary to analyze learners, learning context and skills, and design learning activities.

2. Rationale:

    2.1 Reason for developing the proposed course:
        In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, the proposed course will introduce undergraduate students to instructional design principles required for developing effective instructional materials that can be used in a variety of educational and training settings. The proposed course also supports the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020. The proposed course is necessary because it is a foundational course in the proposed Interactive Training Design certificate. Based on curricular outlines provided by the Association for Educational Communications and Technology, the foundation for developing an Instructional Design curriculum is built on research in the areas of analysis and design of training materials to address real world training issues. This course provides that foundation by orienting student to the field, introduces instructional design principles and practices, and provides essential content information required in subsequent courses in the certificate program.

    2.2 Proposed enrollment for the proposed course:
        Estimated initial enrollment in the course is 8 to 11 students with a projected increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate program, and current overall enrollment in the Instructional Design master's program. The enrollment should grow after the undergraduate certificate program is promoted and knowledge of its existence is well established. Some students in the undergraduate programs at WKU may use the proposed course as

a content elective.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed ID 465 Analysis and Design and Training Materials course complements ID 460 Introduction to Instructional Design, since ID 460 provides students with an overview of Instructional Design skills and models, which they further explore in the proposed ID 465 Analysis and Design and Training Materials course. The orientation of the proposed ID 465 is to engage students in the learner and training context analyses as well as develop their skills related to the design of training materials in a variety of settings, focusing primarily on adult learners training. Specifically, ID 465 provides students with skills essential for carrying out the first two stages of the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, i.e., needs analysis and design of training activities.
Several courses in the Business and Marketing Education have a business orientation. However, their focus is different from the proposed ID 460. For example, BE 350 Business Communication course focuses on communication process in business as related to managerial and professional communication. However, these learning outcomes are different from the proposed ID 465, since they do not cover a systematic instructional design process. BE 410 Digital Media for Business Educators emphasizes computer desktop publishing for creating documents and web pages via computer media. However, BE 410 does not introduce the ADDIE model for developing training materials.

2.4 Relationship of the proposed course to courses offered in other departments:
Two equivalent courses, the PSY 473 Training in Business and Industry and MGT 473 Training in Business and Industry, introduce theories, research and methods of training needs analysis, program design, implementation, and evaluation. However, these courses do not focus on the systematic instructional design process as the proposed ID 465. The proposed ID 465 focuses primarily on the analysis and design phases of the ADDIE model.

2.5 Relationship of the proposed course to courses offered at other institutions:
Several benchmark universities offer similar undergraduate courses. For example, the University of Louisville offers ELFH 300 Prior Learning Assessment, ELFH 311 Needs Assessment, and ELFH 312 Designing Learning courses. Each of these courses explores single components of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model. By the way of contrast, the proposed ID 465 Analysis and Design of Training Materials course takes a holistic approach to the Instructional Design process by linking the first two ADDIE components together and preparing students for the consequent ID 570 Development and Evaluation of Training Materials course with the ultimate goal of providing students with basic Instructional Design skills to carry out all ADDIE model processes in one project. University of Southern Mississippi offers IT 241 Principles of Training and Development course that provides introduction and overview of training professions in both the public and private sector; to include onsite visitation of host industrial organizations and other institutions. However, this course does not offer a hands-on experience of designing training materials like the proposed ID 465.

3. Discussion of proposed course:

3.1 Course Objectives:

The proposed course is designed to help students to:

- Identify a training problem.
- Write a goal statement/terminal objective for a training module.
- Conduct a goal analysis.
- Conduct a subordinate skills analysis.
- Conduct a context analysis and learner analysis for a training module.
- Write objectives for a training module.
- Write test items for a training module.
- Prepare an instructional strategy for a training module.

3.2 Content outline:

- Assessing Needs to Identify Instructional Goals
- Conducting a Goal Analysis
- Identifying Subordinate Skills and Entry Behaviors
- Analyzing Learners and Contexts
- Writing Performance Objectives
- Writing Assessment Items
- Developing an Instructional Strategy

3.3 Student expectations and requirements:

Student expectations and course requirements may include such activities and projects as identification of instructional/training problems and exercises in audience and learner analysis, task analysis, strategy sequences, etc. The culminating project required of each student will be the development of assessment items aligned with the skills to-be-trained in a training module and a detailed outline of an instructional strategy for training the identified skills.

3.4. Tentative texts and course materials:

Dick, Walter & Carey, Lou and Carey, Jim (2011). *The Systematic Design of Instruction*. (7th. ed.), Needham Heights, MA: Allyn & Bacon.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate.

5. Budget Implications:

5.1 Proposed method of staffing: Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.

5.2 Special equipment needed: No special equipment is needed

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education	_02/14/2014_
CEBS Curriculum Committee	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Elena Novak, elena.novak@wku.edu, 745-4135

1. Identification of course:
  1.1 Prefix and number: ID 470
  1.2 Title: Development and Evaluation of Training
  1.3 Abbreviated title: Development and Evaluation
  1.4 Credit hours and contact hours: 3/3
  1.5 Type of course: (L)-Lecture
  1.6 Prerequisites: ID 460 and ID 465 or instructor approval
  1.7 Course catalog listing: Foundational information and activities to develop the skills
    necessary to develop, evaluate, and revise training activities.

2. Rationale:

  2.1 Reason for developing the proposed course:
    In support of the WKU mission of valuing lifelong learning and providing
    opportunities for students to be productive and engaged leaders in a global society, the
    proposed course will introduce undergraduate students to instructional design
    principles required for developing effective instructional materials that can be used in
    a variety of educational and training settings. The proposed course also supports the
    initiative of the Council on Postsecondary Education to develop a college educated
    and highly skilled work force by 2020. The proposed course is necessary because it is
    a foundational course in the proposed Interactive Training Design certificate. Based
    on curricular outlines provided by the Association for Educational Communications
    and Technology, the foundation for developing an Instructional Design curriculum is
    built on research in the areas of analysis and design of training materials to address
    real world training issues. This course provides that foundation by orienting student to
    the field, introduces instructional design principles and practices, and provides
    essential content information required in subsequent courses in the certificate program.

  2.2 Proposed enrollment for the proposed course:
    Estimated initial enrollment in the course is 8 to 11 students with a projected increase
    to 12-20 students per offering. The projection for enrollment is based on the national
    trend for growth in the field of instructional design, the projected growth of online
    enrollments in graduate program, and current overall enrollment in the Instructional
    Design master's program. The enrollment should grow after the undergraduate
    certificate program is promoted and knowledge of its existence is well established.
    Some students in the undergraduate programs at WKU may use the proposed course as
    a content elective.

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

The proposed ID 470 Development and Evaluation of Training Materials complements ID 465 Analysis and Design and Training Materials and ID 460 Introduction to Instructional Design courses. ID 460 introduces students to Instructional Design processes and models, while ID 465 provides students with skills essential for carrying out the first two stages of the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, i.e., needs analysis and design of training activities. The goal of the proposed ID 470 is to examine in details the rest of the ADDIE model, i.e., development, implementation, and evaluation of training materials. The orientation of the proposed ID 470 is to engage students the development, implementation, and evaluation of training materials.

Several courses in the Business and Marketing Education have a business orientation. However, their focus is different from the proposed ID 460. For example, BE 350 Business Communication course focuses on communication process in business as related to managerial and professional communication. However, these learning outcomes are different from the proposed ID 465, since they do not cover a systematic instructional design process. BE 410 Digital Media for Business Educators emphasizes computer desktop publishing for creating documents and web pages via computer media. However, BE 410 does not introduce the ADDIE model for developing training materials.

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

Two equivalent courses, the PSY 473 Training in Business and Industry and MGT 473 Training in Business and Industry, introduce theories, research and methods of training needs analysis, program design, implementation, and evaluation. However, these courses do not focus on systematic instructional design process as the proposed ID 470. The proposed ID 470 focuses primarily on the development, implementation, and evaluation phases of the ADDIE model.

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

Several benchmark universities offer similar undergraduate courses. For example, the University of Louisville offers ELFH 332 Measuring and Evaluating Effectiveness that focuses on how to assess the effectiveness of instructional programs and learning in the cognitive, psychomotor and affective domains. University of Southern Mississippi offers IT 241 Principles of Training and Development course that provides introduction and overview of training professions in both the public and private sector; to include onsite visitation of host industrial organizations and other institutions. Appalachian State University offers TEC 4660 Instructional Strategies in Career and Technology Education that explores instructional strategies appropriate for use in trade and industry (grades 9-12) and technology education (grades K-12) classrooms with the ultimate goal of preparing lesson plans, presentations and demonstrations, and engaging in K-12 classroom-based observations. However, these courses do not offer a hands-on experience of developing, evaluating, and revising training materials as the proposed ID 470 does.

3. Discussion of proposed course:

3.1 Course Objectives:
> The proposed course is designed to help students to:
> - Produce a first draft print copy of a training module.
> - Obtain one review of a training module.
> - Revise a training module based on the feedback received.
> - Conduct three one-to-one formative evaluations of a training module, and describe the evaluation method and results.
> - Revise a training module based upon the data collected during a one-to-one formative evaluations.

3.2 Content outline:
> - Developing Instructional Materials
>   - The designer's role in materials development and instructional delivery
>   - The delivery system and media selection
>   - Components of instructional package
>   - Existing instructional materials
> - Designing and Conducting Formative Evaluations
>   - Subject-matter, learning , and learner specialists in formative evaluations
>   - One-to-one evaluation with learners
>   - Small-group evaluation
>   - Field trial
>   - Formative evaluation in the performance context
>   - Formative evaluation of selected materials
>   - Formative evaluation of instructor-led instruction
>   - Data collection
>   - Concerns influencing formative evaluation
>   - Problem solving during instructional design
> - Revising Instructional Materials
>   - Data analysis for one-to-one trials
>   - Sequence for examining data
>   - Revision process
> - Summative Evaluation

3.3 Student expectations and requirements:
> Student expectations and course requirements may include such activities and projects as developing a training module, collaborating with a subject-matter expert, conducting formative evaluations, analyzing formative evaluation data, revising training materials, etc. The culminating project required of each student will be producing a 20-minute module of print-based training by employing the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model.

3.4 Tentative texts and course materials:
> Students will use the same textbook as in the ID 465 course:
> Dick, Walter & Carey, Lou and Carey, Jim (2011). *The Systematic Design of Instruction.* (7th. ed.), Needham Heights, MA: Allyn & Bacon.

and
> Morrison, Ross, Kalman, & Kemp (2013), *Designing Effective Instruction*. Hoboken, NJ: Willey & Sons, Inc.

4. Resources:

4.1 Library resources: Library resources are adequate for the course.

4.2 Computer resources: Current resources are adequate.

5. Budget Implications:

5.1 Proposed method of staffing: Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.

5.2 Special equipment needed: No special equipment is needed

5.3 Expendable materials needed: None

5.4 Laboratory supplies needed: None

6. Proposed term for implementation:

Fall 2014

7. Dates of prior committee approvals:

School of Teacher Education	_02/14/2014_
CEBS Curriculum Committee	_____
Unergraduate Curriculum Committee	_____
University Senate	_____

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

Contact Person: Xiaoxia "Silvie" Huang, xiaoxia.huang@wku.edu, 270-745-4322

1.   **Identification of proposed course:**
        1.1   Course prefix (subject area) and number: ID 475
        1.2   Course title: Interactive Multimedia for Training
        1.3   Abbreviated course title: Multimedia for Training
        1.4   Credit hours and contact hours: 3.0
        1.5   Type of course: (L)-Lecture
        1.6   Prerequisites: ID 460 and ID 465 or instructor approval; AND prerequisite or co-requisite: ID 470
        1.7   Course catalog listing: Application of multimedia design principles in training settings. Students will design and develop a prototype for a multimedia instructional or training module in a specified context.

2. **Rationale:**

    2.1 Reason for developing the proposed course:

    The proposed course aligns with the WKU mission of providing students with opportunities to become productive and engaged leaders in a global society, and it will better equip students with instructional design (ID) competencies and skills that are desirable in a competitive job market. We have consulted with potential employers and an ID advisory board with members of rich training experiences, and it was identified that industry standard media and technology skills for training are highly employable skills for instructional design students. The proposed course will allow students to apply principles and best practices of interactive multimedia design to producing a training module using appropriate software applications. The proposed course is necessary because it enhances and complements the skills and competencies students acquire in the other courses offered by the undergraduate Interactive Training Design certificate program. An interactive multimedia training course is commonly offered in undergraduate instructional design programs across different institutions. However, WKU currently does not have such a course that meets the requirement of skills and competencies expected of the students in the Instructional Design programs.

    2.2 Proposed enrollment for the proposed course:
    Estimated initial enrollment in the course is 8 to 11 students with a projected increase to 12-20 students per offering. The projection for enrollment is based on the national trend for growth in the field of instructional design, the projected growth of online enrollments in graduate program, and current overall enrollment in the Instructional Design master's program. The enrollment should grow after the undergraduate certificate program is

promoted and knowledge of its existence is well established. Some students in the undergraduate programs at WKU may use the proposed course as a content elective.

2.3 Relationship of the proposed course to courses now offered by the department:
The proposed ID 475 Interactive Multimedia for Training course includes some topics covered in LME 445 Introduction to Educational Technology and LME 448 Technology Applications in Education in the Library Media Education program. However, those courses focus on P-12 classroom settings. Similarly, BE 310 – Advanced Computer Applications for Business and BE 410 – Digital Media for Business Educators offered by the Business and Marketing Education program focus on the setting for business. The proposed ID 475 is different because it focuses on applying principles and strategies of multimedia design, interface design, and visual design to producing and evaluating multimedia products in a variety of settings, such as business and industry, government, military, and higher educational institutions.

2.4 Relationship of the proposed course to courses offered in other departments:
Several departments offer undergraduate courses that cover some of the topics in the proposed ID 475 course. For example, School of Journalism and Broadcasting offers JOUR 362 Web Narratives, JOUR 343 Print Design, Production and Typography, and JOUR 261 Introduction to Multimedia; Department of Art offers Art 430 Graphic Design and ART 436 Electronic Illustration. However, those courses do not focus on how to design interactive training materials. The proposed ID 475 Interactive Multimedia for Training course complements MGT473/PSY 473 Training in Business and Industry that focuses on an "introduction to theories, research and methods of training needs analysis, program design, implementation, and evaluation". However, ID 475 is different than MGT473/PSY 473 because the former focuses on applying principles and strategies of multimedia design, interface design, and visual design to producing and evaluating multimedia training products in a variety of settings, such as government, military, P-12 schools, and higher educational institutions in addition to business and industry settings. The proposed ID 475 will also use current and emerging technology of which most employers expect instructional designers to be proficient users.

2.5 Relationship of the proposed course to courses offered at other institutions:
A multimedia course is typically offered in Instructional Design and Technology programs across different institutions. Comparing this course with other benchmark universities, Bowling Green State University offers TECH 4300 Development of Training Programs that focuses on the design, production, and evaluation of training programs for industry and business. James Madison University offers LTLE 339 Production of Computer-based Material for Education that focuses on developing computer-based educational material presentations. University of Southern Mississippi offers IT 469 Multimedia Design and Development that focuses on application applications for effective presentations. The proposed ID 475 is different from these courses at other universities in its emphasis on project-based learning that integrates multimedia applications into a systematic approach of training design in a variety of settings. This ID 475 course is intended to equip students with practical skills and competencies in applying multimedia principles and best practices in designing, developing, and evaluating an "authentic" interactive multimedia module for settings

such as business and industry, government, military, or higher educational institutions. The proposed ID 475 will also use industry standard computer software of which most employers expect instructional designers to be proficient users.

3. **Discussion of proposed course:**

    3.1   Course Objectives:
    Upon completion of this course, students will be able to:
    - Interpret and apply copyright and intellectual property policies to multimedia development
    - Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting
    - Examine and evaluate current software applications for multimedia development
    - Design a multimedia module using appropriate software applications in training settings
    - Develop a multimedia module using appropriate software applications in training settings
    - Evaluate a multimedia module using appropriate software applications in training settings

    3.2   Content outline:

    - Introduction to multimedia design
    - Copyright, fair use, and intellectual property issues for instructional designers
    - Multimedia design principles
    - Interface design principles
    - Visual design principles
    - Evaluating existing multimedia products for learning or training purposes
    - Examining and selecting multimedia design software applications for instructional design projects
    - Design specifications for instructional design projects
    - Development of multimedia products for instructional design settings
    - Publishing multimedia products
    - Formative evaluation of multimedia products for learning or training purposes

    3.3   Student expectations and requirements: Students may be assessed with a combination of the following assignments: reflection or group discussions on assigned topics, case analyses, evaluation and critique of multimedia products in instructional or training settings, presentation and writing report comparing and selecting multimedia design software applications, and design specification documents. The culminating project required of each student of the course is an effective and engaging multimedia module developed for an instructional or training setting. Final grade will be determined by the accumulation of scores of all the individual assignments and the final project.

    3.4. Tentative texts and course materials:

Mayer, R. (2012). *Multimedia learning* (2nd ed.). New York, NY: Cambridge University Press.

4. **Resources:**

   4.1 **Library resources:** Library resources are adequate for the course.

   4.2 **Computer resources:** The CEBS Dean has stated that equipment and software will be secured to support the course

5. **Budget Implications:**

   5.1 **Proposed method of staffing:** Two full-time Instructional Design faculty members were employed exclusively to deliver the Instructional Design program. In addition, several qualified part-time instructors have been identified who could also teach the course if needed.

   5.2 **Special equipment needed:** Adobe Master Collection

   5.3 **Expendable materials needed:** None

   5.4 **Laboratory supplies needed:** None

6. **Proposed term for implementation:**

   Fall 2014

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

   School of Teacher Education   __02/14/2014_____

   CEBS Curriculum Committee   _____

   Undergraduate Curriculum Council   _____

   University Senate   _____

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Create a New Certificate Program
(Action Item)

Contact Person: Xiaoxia "Silvie" Huang, xiaoxia.huang@wku.edu, 270-745-4322

1. Identification of program:

1.1   Program title: Interactive Training Design

1.2   Required hours in program: 12 semester hours

1.3   Special information: This certificate would benefit any students interested in developing interactive training for almost any subject or topic.

1.4   Catalog description:

The most current program information may be found at www.wku.edu/ste.

The Instructional Design process involves analyzing learning and performance needs and designing, developing, implementing, evaluating, and managing instructional and non-instructional solutions to improve performance in various settings. This 12-hour Interactive Training Design Certificate program will prepare students to analyze learners, learning contexts and skills, and design learning activities. Students will learn to evaluate those learning activities and to revise training activities. Students will develop skills to develop multimedia training modules.

The Interactive Training Design Certificate program prepares and equips practitioners and students in training development. This is a skill needed in any topic, discipline, or workplace setting. Every business, government agency, nonprofit organization, industry, or educational institution offers training for its employees. This program prepares students to develop those training modules or activities, deliver that training, and evaluate the training. Examples encompass print and electronic elements that may include instructional videos, online instructional activities, user manuals for instructors, instruction manuals for commercial products, teaching manuals, professional development curricula, multi-media instructional units, training packs for trainers, instructional modules for vocational/technical courses, instructional modules for classroom instruction, and teaching and training aids in print or electronic formats. These skills ~~would~~ make students more employable after completion of this program.

Students who successfully complete the Interactive Training Design Certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish an instructional goal and correlated performance objectives.
- Produce an Instructional System Design process that is tailored to the education and training requirements of a specific organization or problem.

- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject-matter expert feedback.

- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting
- Design, develop and evaluate a multimedia module using appropriate software applications in training settings

Admission Requirements:

Minimum requirements for acceptance into the Interactive Training Design Certificate program are:
- High School Diploma or Equivalent
- Application and Fee: Students seeking a certificate program must submit an online application with Undergraduate Admissions. The completed form must be submitted along with a one-time application fee of $40.00 (non-refundable).
- Transcript Record: Graduates/Transfers of accredited institutions other than WKU must submit an official transcript from that institution.

Certificate Requirements:
- ID 460 Introduction to Instructional Design, 3 credit hours
- ID 465 Analysis and Design of Training Materials, 3 credit hours
- ID 470 Development and Evaluation of Training Materials, 3 credit hours
- ID 475 Interactive Multimedia for Training, 3 credit hours

1.5   Classification of Instructional Program Code (CIP): 13.0501 Educational/Instructional Technology

2.   **Learning outcomes of the proposed certificate program:**
Students who successfully complete the Interactive Training Design Certificate program will possess the following competencies and learning outcomes:

- Identify the steps, subordinate skills and entry behaviors and knowledge required to accomplish an instructional goal and correlated performance objectives.
- Produce an Instructional System Design process that is tailored to the education and training requirements of a specific organization or problem.

- Design a training module for a specific organization or problem to include context and learner analysis, write objectives and test items, prepare instructional strategies, and revise training module based on subject-matter expert feedback.
- Apply principles and strategies of multimedia design, interface design, and visual design to evaluating existing and creating new multimedia products in an instructional design setting
- Design, develop and evaluate a multimedia module using appropriate software applications in training settings

3.   **Rationale:**
3.1   Reason for developing the proposed certificate program:

In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiation of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed Interactive Training Design certificate program is designed to prepare students to analyze learners, learning contexts and skills, and design learning activities. Then students will learn to evaluate those learning activities and to revise training activities. Student will develop skills to develop

multimedia training modules. The skills from this program can enhance the skill set of students from almost any undergraduate major. All disciplines and employment businesses or agencies provide training for their employees. Students who complete this certificate program will have the skill set to develop training modules.

According to the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2013-14 Edition (http://www.bls.gov/ooh/), "Employment of instructional coordinators is expected to be 13% more than other occupations through the year 2022." The Occupational Outlook Handbook provides further indications of educational program need in the area of Training Development Specialists. The median annual earnings of instructional coordinators in 2012 were $60,050. (U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2013-14 Edition (http://www.bls.gov/ooh/).

According to David Merrill (2013), a leader in the field of Instructional Design, many of the Instructional Design programs are moving to the undergraduate level for the training design skills and reserving the graduate programs for managerial training. We are proposing to "get our feet wet" with this national movement by offering these skills at the undergraduate level to WKU students from any major.

3.2   Relationship of the proposed certificate program to other programs now offered by the department:
The School of Teacher Education does not offer any undergraduate certificates related to Instructional Design. There is an Instructional Design Master of Science degree that offers more skills than the proposed undergraduate certificate program. There are many undergraduate teacher education programs that prepare students to earn a teaching certificate while the proposed Interactive Training Design certificate prepares students to design training for any workplace setting, mostly outside of public school education.

3.3   Relationship of the proposed certificate program to certificate programs offered in other departments:
Undergraduate certificate programs offered at WKU include Canadian Studies, Computer Literacy, Cross Cultural Communication in Health Care, Family Home Visiting, Leadership, Occupational Health and Safety, Worksite Health Promotion, and Long-term Care Administration. None of the curriculum of these certificate programs is related to the proposed Interactive Training Design certificate program.

3.4   Projected enrollment in the proposed certificate program:
Initial enrollment will be low over the first two years, but should increase to 15 to 20 students and rise beyond that in the following years. Since the program does not require prerequisites, course enrollment may be expected to attract students from WKU and from the business and industry community who are not degree seeking but have need to learn training and development skills.

As we have marketed the Master of Science degree in Instructional Design, many business employers have told us that they would like a similar undergraduate program since some of their employees, who could benefit from such a program, do not have bachelor's degrees.

3.5   Similar certificate programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):
James Madison University offers the Educational Media minor that focuses on the design of information, instruction and media. However, this program does not equip students with instructional design skills. Bowling Green State University offers the online Bachelor of Science degree completion program in Learning Design and Technology.

The program emphasizes theory and communication skills, new technology systems and management. However, it does not focus on the core ID processes like analysis, design, development, and evaluation of instructional materials. Western Illinois University offers Bachelor of Science in Instructional Design and Technology and minors (each 21 credit hours) in Web design, Digital Media, and Photographic Media. The proposed undergraduate ID certificate does not concern web or media development. Rather, it covers the essential ID competencies that undergraduate students can apply for training development in their workplace. University of Southern Mississippi offers a Bachelor of Science in Instructional technology and Design. The learning outcomes of the proposed undergraduate ID certificate represent a subset of the large set of skills taught in the University of Southern Mississippi.

3.6   Relationship of the proposed certificate program to the university mission and objectives: In support of the WKU mission of valuing lifelong learning and providing opportunities for students to be productive and engaged leaders in a global society, and to support the initiative of the Council on Postsecondary Education to develop a college educated and highly skilled work force by 2020, the proposed certificate program will offer valuable employment skills in developing training modules or activities. Any business or workplace must train its employees; therefore, these skills will make our graduates more employable upon graduation.

Instructional Design is a valued skill in international businesses because ID programs in the United States are known to empower students with more than just technology skills. Our WKU students who complete this certificate will possess skills in the full systematic instructional design process. As "A Leading American University with International Reach", WKU graduates will be better equipped to take advantage of international internships and employment opportunities.

4.   Curriculum:
Certificate Requirements:
- ID 460 Introduction to Instructional Design, 3 credit hours
- ID 465 Analysis and Design of Training Materials, 3 credit hours
- ID 470 Development and Evaluation of Training Materials, 3 credit hours
- ID 475 Interactive Multimedia for Training, 3 credit hours

5.   Budget implications:
The two full-time Instructional Design faculty members will teach these courses. Two other qualified part-time instructors have been identified who could also teach courses if needed.

6.   Proposed term for implementation: Fall 2014

7.   Dates of prior committee approvals:

School of Teacher Education	02/14/2014
CEBS Curriculum Committee	
Contact with Office of Academic Affairs	
Undergraduate Curriculum Committee	
University Senate	
Board of Regents	

Proposal Date: 2/12/2014

College of Education and Behavioral Sciences

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Department of Counseling and Student Affairs
Proposal to Create a New Course
(Action Item)

</div>

Contact Person: Jill Duba Sauerheber, jillduba.sauerheber@wku.edu, 745-4799

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: CNS 606
    1.2   Course title: Family Counseling Techniques
    1.3   Abbreviated course title: Family Counseling
            (maximum of 30 characters or spaces)
    1.4   Credit hours: 3   Variable credit no
    1.5   Grade type: Standard letter grade
    1.6   Prerequisites: CNS 588, Family Systems Counseling and CNS 559, Techniques in
            Counseling or permission of instructor
    1.7   Course description: Supervised skills development in couples and family counseling.
            Includes assessment, evidence-based treatments, advanced clinical skills, and evaluating
            outcomes.

2.   **Rationale:**
    2.1   Reason for developing the proposed course:
    •   CNS 588 Family Systems Counseling does not have sufficient time to cover essential
        theory and develop critical skills and procedures.
    •   The proposed CNS 606 Family Counseling Techniques course would provide students a
        course specifically focusing on family counseling skills and procedures.
    •   The proposed CNS 606 course will allow the skills and procedures development portion
        in CNS 588 to be an overview, thus allowing CNS 588 adequate time to provide a more
        thorough exploration of theoretical concepts.
    •   Because CNS 606 will contain family counseling skills and procedures development,
        CNS 588 also can broaden its coverage of family counseling theories.

    2.2   Projected enrollment in the proposed course: 12 to 15 based on average course
            enrollments.

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

            While the proposed course may review some content from CNS 588 Family Systems
            Counseling, it will be focused on the practicing and developing of skills and procedures.
            CNS 588 Family Systems Counseling is focused on delivering family counseling theory
            concepts. The proposed course is also similar to CNS 559 Techniques of Counseling and
            CNS 554 Group Counseling in that it has a skills component. However, the skills in these
            classes are not specifically related to family counseling and these classes do not contain
            coverage of family counseling procedures.

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

            The proposed course is similar to the courses listed below, but only to the extent that
            skills development is included. These courses are not specifically related to the
            development of family counseling skills and procedures.

SWRK 375-Social Work Practice I. Pre-requisites: SWRK 101 and SWRK 205 and admission to the Social Work program. Co-Requisites: SWRK 330. Emphasizes development of knowledge, values, and skills necessary for effective interventions with individuals and families. Course content will be examined from an ecological social systems perspective that emphasizes empowerment and cultural competency.

SWRK 379-Introduction to Social Work Communication Skills. Pre-Requisite: SWRK 330 and SWRK 375. Study and practice of interviewing individuals, families, and groups. The skill of relationship building as it relates to both micro and macro practice of social work is emphasized.

SWRK 381-Social Work Practice III. Prerequisite: SWRK 379. The third of three practice classes that equip students with theory and skills for effective generalist social work practice with organizations and communities.

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

Similar courses are offered at Columbus State University, the College of William and Mary, Wright State University, and the University of Central Florida. These universities offer recognized family counseling programs.

Columbus State University, COUN 7275. Advanced Techniques in Marriage and Family Therapy (2-2-3) Prerequisite: COUN 7215. Emphasizes application of approaches and techniques learned in Family Therapy Process and Practice.

William and Mary University, EDUC 635: Advanced Family Counseling: Theories and Techniques. This class is an advanced seminar designed to critically examine the conceptual models, clinical practices, and assumptions that organize work with families. The texts, selected readings, class discussions, and writing assignments will address modernist and post-modernist theoretical paradigms that delineate central questions of clinical practice with diverse clients.

Wright State University, CNL 781 ADVANCED TECHNIQUES OF FAMILY COUNSELING: Advanced technique and intervention course that focuses on family systems interventions. Emphasis on applications of family counseling, providing in-depth treatment of the major approaches to family counseling. PREREQUISITE: RHB 701, CNL 863, CNL 779, CNL 780

University of Central Florida, MHS 6431 Family Counseling II, Prerequisite MHS 6430: Presentation of skills to work with entrenched, paradoxical, and fixed family systems that pose problems for the family and the counselor.

3.   Discussion of proposed course:
    3.1   Schedule type: A
    3.2   Learning Outcomes:

- Students will demonstrate competence with procedures necessary to identify specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and intervention skills that can enhance family functioning.
- Students will demonstrate effective couples and family assessment skills and procedures appropriate to clients' needs in a diverse society.
- Students will demonstrate the skills and procedures necessary to practice evidence-based treatments and basic strategies for evaluating counseling outcomes in couples and family counseling.
- Students will identify and employ measurable outcomes for couples and family counseling programs, interventions, and treatments.

3.3   Content outline:
- Review of family counseling theories
- Review of basic counseling techniques
- Problems facing families
- Family assessment tools and techniques
- Family treatments and interventions

3.4   Student expectations and requirements:
- Students will participate in skills development laboratory sessions. Participation in these sessions involves practicing helping skills and role-playing clients.
- Students will participate in group and/or dyad learning activities.
- Students will reflect on course experiences, personal characteristics, synthesize learning experiences, and write papers.
- Students will read the assigned text and other readings posted on Blackboard.

3.5   Tentative texts and course materials:

Patterson, J., Williams, L., Grauf-Grounds, C., & Chamow, L. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.). New York, NY: The Guilford Press.

Williams, L., Edwards, T. M., Patterson, J., & Chamow, L. (2011). Essential assessment skills for couple and family therapists. New York, NY: The Guilford Press

4. Resources:
4.1   Library resources: Existing journals and library resources
Adultspan
Counseling and Values
Counselor Education and Supervision
Journal for Humanistic Counseling Education and Development
Journal of Counseling and Development
Journal of Family Theory & Review
Journal of Family Therapy
Journal of Marital and Family Therapy
Journal of Individual Psychology
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Journal of Psychology and Christianity

The Bowen Center: Family Systems Journal
The Family Journal: Counseling & Therapy for Couples & Families

4.2   Computer resources: None

5.   **Budget implications:**
     5.1   Proposed method of staffing: A department faculty will teach this course. This course
             will replace CNS 580 Family Life Studies as a required course in the Marriage Couple
             and Family Counseling concentration in Counseling (#043).
     5.2   Special equipment needed: None
     5.3   Expendable materials needed: None
     5.4   Laboratory materials needed: None

6.   **Proposed term for implementation:**

     Spring 2015

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

     Department of Counseling and Student Affairs   **2/12/2014**
     _____   _____

     CEBS Curriculum Committee
                                                        _____

     Graduate Council
                                                        _____

     University Senate
                                                        _____

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

Contact Person: Dr. Jill Sauerheber, jillduba.sauerheber@wku.edu, 270 745-4953

1.	**Identification of program:**
	1.1	Current program reference number: #043
	1.2	Current program title: Counseling
	1.3	Credit hours: 60

2.	**Identification of the proposed program changes:**
	- For the concentration in Marriage, Couple, and Family Counseling
		o	Delete CNS 580 Family Life Studies as a required course
		o	Add CNS 606 Advanced Family and Couples Counseling as a required course
		o	Delete CNS 584 Counseling Violent & Dysfunctional Families as a required course
		o	Add CNS 592 Crisis Counseling as a required course
	- For the concentration in Clinical Mental Health Counseling
		o	Add CNS 569 as an alternative course requirement for CNS 568 Counseling Children and Adolescents

3.	**Detailed program description:**

Master of Arts in Education: Counseling, Ref. #043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage, Couple, and Family Counseling concentrations in the Counseling master's degree program. Admission Requirements Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic	Master of Arts in Education: Counseling, Ref. #043 The most current program information (e.g., admission requirements, required curriculum, etc.) may be found at www.wku.edu/csa/programs/programs_offered.php. The MAE in Counseling has two concentrations and meets the educational requirements for licensure as a Licensed Professional Clinical Counselor in the Commonwealth of Kentucky and in states with reciprocal licensure agreements. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the Clinical Mental Health Counseling and the Marriage, Couple, and Family Counseling concentrations in the Counseling master's degree program. Admission Requirements Review of completed applications begins March 15 each year for admission in the following fall semester. The review process utilizes a holistic

approach to evaluate applicants' potential to be successful as students and counselors. This approach involves the submission of application portfolios that allow department faculty members to develop a more complete picture of the applicant in terms of previous academic achievement, writing abilities, personal experience, and personal and interpersonal awareness. Faculty rate applicants' application materials and rank the applications according to these ratings. The faculty will ask the most highly ranked applicants to campus for an interview. After the completion of the interviews, faculty will make admissions decisions based on applicants' credentials and the interview assessment. The application process is competitive with a limited number of openings available.

Application for admission requires three steps:

1.   Submit required materials to the Graduate School:

(a)   Complete the online graduate application at www.wku.edu/graduate/.

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

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

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

 2.   Apply for admission to either the Counseling program's concentration in Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling. The second step in applying for admission is to submit the following materials on or before March 15. These materials comprise an application portfolio. These portfolios allow department faculty members to evaluate

applicants from a holistic perspective that includes academic achievement, writing skills, personal experience, and personal and interpersonal awareness. Applicants submit the specified materials directly to the Department of Counseling and Student Affairs. The faculty will use these materials to determine eligibility for Step 3, the on campus interview. A complete application includes the following materials:

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

i.   Discuss what it would mean to you to become a counselor.

ii.   Describe your personal characteristics that prepare you to become an effective counseling professional.

iii.   Discuss how you deal with your emotional reactions to events in your life.

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

v.   Briefly discuss how you deal with stressful events.

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

vii.   Present your career objectives and discuss how a degree in counseling will prepare you to meet these objectives.

(b)   A completed admission form.

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

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

(c)   Three recommendations that use the Candidate Recommendation Form.

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

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

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

(d)	An unofficial copy of your transcripts and GRE or Miller Analogy scores.

(e)	A current vita.

(f)	Mail your complete application portfolio to:

Department of Counseling and Student Affairs
Clinical Mental Health Counseling
and Marriage, Couple, and Family Counseling
Concentrations Western Kentucky University
Gary A. Ransdell Hall 2011
1906 College Heights Blvd. #51031 Bowling Green, KY 42101

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

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

(a)   Discussion of interests in counseling and the selection of the Western Kentucky University Department of Counseling and Student Affairs.
(b)   Discussion of academic and professional goals.
(c)   Expectations of faculty.
(d)   Demonstration of interpersonal skills and insight into personal motivations.
(e)   Assessment of attitudes in the areas of diversity, interpersonal conflict, management of emotions, interpersonal risk taking, and self-care.

Participation in the interview process does not guarantee admission but is a prerequisite for admission. Offers of admission will be extended to those applicants whose credentials qualify them for the interview assessment and who are ranked high following the interview assessment. After Step 2, applicants with lower rankings will receive letters indicating that they are not eligible for admission during the current admission cycle. Applicants with higher rankings who do not qualify for interviews will be placed on a waiting list with the possibility of an interview depending on the number of students admitted during the initial round of interviews.

Degree Requirements
Counseling Core Requirements (48 hours) CNS 552 Testing & Assess in Counseling CNS 554 Group Counseling
CNS 555 Social and Cultural Diversity CNS 556 Developmental Career Counseling CNS 557 Human & Family Development CNS 558 Theories of Counseling
CNS 559 Techniques of Counseling
CNS 560 Professional Studies in Clinical Mental Health and Marriage, Couple, and Family Counseling CNS 567 Mental Health Diagnosis & Treatment
CNS 583 Couples Counseling
CNS 588 Family Systems Counseling CNS 637 Theories of Addictions
CNS 591 Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum*
CNS 596 Clinical Mental Health/Marriage, Couple, and Family Counseling Internship (6 hours)*^
CNS 598 Research and Program Evaluation in

Counseling ^Internship must be taken over a period of two semesters. *To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. Concentration I - Clinical Mental Health Counseling (CMHC) Requirements: 12 hours CNS 568 Counseling Children and Adolescents CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective: 3 hours. (Elective selected in consultation with advisor.) Concentration II - Marriage, Couple, and Family Counseling (MHMF): 12 hours ~~CNS 580 Family Life Studies~~ CNS 582 Sex Therapy Techniques in Counseling ~~CNS 584 Counseling Violent & Dysfunctional Families~~ CNS 586 Parenting Issues Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria established by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.	Counseling ^Internship must be taken over a period of two semesters. *To enroll in practicum the student must have completed the appropriate practice preparation sequence and obtain departmental approval. Concentration I - Clinical Mental Health Counseling (CMHC) Requirements: 12 hours CNS 568 Counseling Children and Adolescents **OR CNS 569 Play Therapy** CNS 587 Professional Mental Health Counseling Practice CNS 592 Crisis Counseling Clinical Mental Health Counseling Elective: 3 hours. (Elective selected in consultation with advisor.) Concentration II - Marriage, Couple, and Family Counseling (MHMF): 12 hours CNS 582 Sex Therapy Techniques in Counseling CNS 586 Parenting Issues **CNS 592 Crisis Counseling** **CNS 606 Family Counseling Techniques** Note: All students must pass a final comprehensive examination. Comprehensive examinations are given in the fall, spring, and summer semesters. Students must meet the criteria estab- lished by the College of Education and Behavioral Sciences in order to be eligible to take the comprehensive examination. The comprehensive exam policy and application may be found at www.edu/csa/sc/comp_exam.

4.   **Rationale for the proposed program change:**
- For the concentration in Marriage, Couple, and Family Counseling
  - o Delete CNS 580 Family Life Studies as a required course
    - Current course includes content unnecessary for accreditation purposes.
    - Relevant course content is presented better in other courses that provide a context for the understanding and application of content now included in CNS 580.
    - Deletion of CNS 584 avoids redundant coverage of essential content.
  - o Delete CNS 584 Counseling Violent & Dysfunctional Families as a required course
    - Current course includes content unnecessary for accreditation purposes.
    - Relevant course content is presented better in other courses that provide a context for the understanding and application of content now included in CNS 584.
    - Deletion of CNS 584 avoids redundant coverage of essential content.
  - o Add CNS 606 Family Counseling Techniques as a required course

- CNS 606 Family Counseling Techniques course provides students a course that specifically focusing on family counseling skills and procedures.
- CNS 606 provides students with the benefit of an intensive skills development experience.
  - o Add CNS 592 Crisis Counseling as a required course
    - CNS 592 Crisis Counseling course content provides a better context for conceptualizing family crises.
    - CNS 592 covers content that permits the deletion of CNS 584 Violent and Dysfunctional Families.
- For the concentration in Clinical Mental Health Counseling
  - o Add CNS 569 as an alternative course requirement for CNS 568 Counseling Children and Adolescents
    - CNS 569 Play Therapy provides students interested in working with children specialized training.
    - CNS 569 is partial fulfillment of requirements leading to post graduate certification as a Registered Play Therapist.
    - CNS 568 Counseling Children and Adolescents is retained for students in other program areas and for Clinical Mental Health Counseling students who want more generalized training and have no specific interest in developing competencies for working with children.

5.   Proposed term for implementation and special provisions (if applicable):
Fall 2014

6.   Dates of prior committee approvals:

Department of Counseling and Student Affairs   **2/12/2014**

CEBS Curriculum Committee

Graduate Council

University Senate

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

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 701
    1.2   Course title: History and Systems of Applied Psychology
    1.3   Abbreviated course title: History and Systems
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: 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.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Grounding in a field's history is fundamental to doctoral-level thinking and developing one's identity as a psychologist. This course will expose doctoral students to higher-order issues in the development of the field of psychology and will challenge how they think about such issues. Further, the proposed Psy.D. program in Applied Psychology will seek accreditation through the American Psychological Association. One of the accreditation pedagogical standards is a course on history and systems of psychology taken at the doctoral level. This course fulfills the requirement. In addition, the psychology department recently deleted the g-level (i.e., PSY 495G) History in Psychology course. This course offers a graduate-level course to fill that void.

    2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. As this will be a core course for the program, all students will take it. If the course is offered every two years, the enrollment is anticipated to be about 20.

    2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology does not offer a similar course at the graduate level. The Department of Psychology offers PSY 481 History of Psychology at the undergraduate level, which is a survey of the history of psychology, including the important theories therein. The present course will be more specific to clinical and school psychology and will examine those areas in more detail.

    2.4   Relationship of the proposed course to courses offered in other departments: At the graduate level, the Education Leadership program offers **IED 704 Leadership and Ethics in Teaching**, which provides an overview of the history of leadership. The current course is focused on the discipline of psychology. At the undergraduate level, the Department of Psychological Sciences will offer PSYS 481 History of Psychology,

which is a cross-listed course with the Department of Psychology, and, thus, is equivalent to the course in that department.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, history and systems is a common offering. Ball State University has 7010 History of Psychology I. East Carolina University has PSYC 6408 History of Psychological Thought. East Tennessee State University has PSYC 5010 Advanced History & Systems of Psychology. Indiana State University has PSY 521 History and Systems of Psychology. Middle Tennessee State University has PSY 5700 History and Systems of Psychology. Northern Illinois University has PSY 528 History of Psychology. Ohio University has PSY 7010 History and Systems of Psychology. Towson University has both PSYC 580 Systems of Psychology and PSYC 681 Advanced History and Systems. The University of North Carolina, Charlotte has PSYC 8240 History and Systems of Psychology. The University of Carolina, Greensboro has <u>PSY 515 History and Systems of Psychology. The University of Southern Mississippi has </u>PSY 718 History of Modern Psychology. James Madison University has PSYC 617 History of Psychology.

3. Discussion of proposed course:

3.1 Schedule type: L (standard lecture)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• describe the history of clinical and school psychology,
• integrate the broad theoretical perspectives, or systems, that have shaped the disciplines and provide a critique of these systems,
• be able to discuss the similarities and differences between clinical and school psychology and describe why these distinctions are important,
• demonstrate an understanding of the philosophical underpinnings of the professions of clinical and school psychology, including perspectives on how to approach both practice and science,
• integrate perspectives on the development of scientific thinking as applied to practice, and
• develop their own professional identification.

3.3 Content outline:
The following is the general outline this course will follow.
- Overview of the Course
- Perspectives on Science
    - Scientist-Practitioner Model
    - Practitioner/Scholar Model
- History of Clinical Psychology
- History of School Psychology
- Systems of Thought in Psychotherapy
- History of Psychotherapy Research
- History of Assessment
    - Intellectual Assessment
    - Achievement Assessment
    - Personality Assessment
- Development of the Professional
    - The Delaware Project
- Current Issues in Clinical/School Psychology

3.4 Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, quizzes, and examinations;
• quality of oral presentations, and
• ability to organize and synthesize material in a written term paper.

3.5 Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:
- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Hergenhan, B. R., & Henley, T. B. (2014). *An introduction to the history of psychology* (7th edition). Belmont, CA: Wadsworth.
- Norcross, J. C., VandenBos, G. R., & Freedheim, D. K. (2010). *History of psychotherapy: Continuity and change* (second edition). Washington, D. C.: American Psychological Association.
- Shiraev, E. (2011). *A history of psychology: A global perspective.* Los Angeles: Sage.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists,* and *History of Psychology*.

4. Resources:
4.1 Library resources: Adequate
4.2 Computer resources: Adequate

5. Budget implications:
5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

5.2 Special equipment needed: None

5.3 Expendable materials needed: None

5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2015

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 741
    1.2   Course title: Family Systems in Therapy
    1.3   Abbreviated course title: Family Systems Therapy
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: Reviews theories of family systems and the implications for therapy and working with families. Applies family systems assessment and therapy techniques to referral concerns.

2. **Rationale:**
    2.1   Reason for developing the proposed course: In applied settings, especially rural ones, practitioners often work with significant others of the identified client. Furthermore, each person's thinking, feelings, and behavior are influenced by the interlocking relationships in the family unit. This course on family systems in therapy is intended to broaden the views and practices of Clinical and School psychologists who typically work with individuals by enabling them to have a better understanding of family systems theories and the reciprocal influences between family members and the identified client.

    2.2   Projected enrollment in the proposed course: Ten (10) students per year from the Psy.D. in Applied Psychology Program. Practitioners from the community seeking continuing education credits necessary for licensure renewal may also be interested in the course.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department does not offer any other course like the one being proposed.

    2.4   Relationship of the proposed course to courses offered in other departments: The Counseling department offers a similar course. Counseling & Student Affairs 588 – Family Systems Counseling. While similar content would be covered, the proposed course would be tailored for doctoral level psychologists.

    2.5   Relationship of the proposed course to courses offered in other institutions: Many of our benchmark institutions offer graduate coursework on the topic of family systems and family therapy. As examples:
        • University of North Carolina: PSY 691-Advanced Clinical Topics in Couple & Family Counseling/Therapy
        • Middle Tennessee State University: PSYC 6820-Family Therapy: Evaluation and Treatment Planning
        • Appalachian State University: HPC 5274-Substance Abuse in Family Systems
        • East Carolina University: COAD 6414-Family Approaches in Professional

Counseling
- Ohio University: NRSE 6400-Family Assessment and Intervention
- University of Louisville: SW 701-Family Therapy Assessment

3. **Discussion of proposed course:**

    3.1   Schedule type: A (Applied Learning)

    3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe strengths and limitations of various family systems models
- identify gender and cultural issues in family therapy
- be aware of and demonstrate sensitivity to diversity issues related to family structure
- describe the functions of the family and subsystems across the lifespan
- identify developmentally appropriate and atypical transitions in families across the lifespan
- apply perspectives from family systems theories to common clinical problems
- practice techniques used by family systems practitioners

    3.3   Content outline:
- Family systems theories
    - Historical review of prominent theorists and their models
    - Key beliefs behind various theories
    - Family systems and subsystems
    - Techniques commonly used in each theory
- The impact of gender, cultural, and diversity issues in working with families
- The impact of a person's disability or disorder on the family
- Family structure, subsystems, and transitions across the lifespan
- Skill building: Integrating family systems techniques with traditional therapeutic practices
- Ethical considerations applied to family systems techniques and therapy

    3.4   Student expectations and requirements: Students will be evaluated on their:
- exams over course readings and lectures
- performance in completing assignments
- ability to discuss how to apply techniques to referral concerns of clients

    3.5   Tentative texts and course materials: Readings from books or chapters such as these:
- Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Pearson.
- Goldenberg, H., & Goldenberg, I. (2013). *Family therapy: An overview* (8th ed.). Belmont, CA: Brooks/Cole.
- Hazel, C. (2006). *Family systems activity book*. Bloomington, IN: AuthorHouse.
- Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed.). Upper Saddle River, NJ: Pearson.
- Patterson, J., Williams, L., Edwards, T. M., Chamow, L., & Grauf-Grounds, C. (2009). *Essential skills in family therapy: From the first interview to termination* (2nd ed.). New York, NY: Guilford Press.
- Smith-Acuna, S. (2011). *Systems theory in action: Applications to individual, couples, and family therapy*. Hoboken, NJ: John Wiley & Sons.

4. **Resources:**

    4.1   Library resources: Adequate

4.2 Computer resources: Adequate

5. Budget implications:

 5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

 5.2 Special equipment needed: Not applicable

 5.3 Expendable materials needed: Not applicable

 5.4 Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2015

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 751
    1.2   Course title: Clinical Psychopharmacology
    1.3   Abbreviated course title: Psychopharmacology
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: 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.

2. **Rationale:**
    2.1   Reason for developing the proposed course: Medication has a significant impact on behavioral health and can mimic or induce psychological disorders. The proposed Psy.D. in Applied Psychology program will seek accreditation through the American Psychological Association. One of the accreditation pedagogical standards is a course on biological bases of behavior taken at the doctoral level. This course is intended to fulfill the requirement.
    2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year. If the course is offered every two years the enrollment is anticipated to be 20.
    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department does not offer a similar course at the graduate level.
    2.4   Relationship of the proposed course to courses offered in other departments: There are no other departments that offer a Clinical Psychopharmacology course at either the graduate or undergraduate level. This sort of course is unique to the discipline of psychology. The Doctoral Nursing Program offers a much broader course: Nursing 515 – Advanced Pharmacology in which only a small portion is devoted to psychotropic medications. This proposed course will cover the full breadth of psychotropic medications, side effects, age, and medical indications.
    2.5   Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with clinical psychology programs, University of Kentucky offers a sequence concentration of Behavioral Neuroscience and Psychopharmacology. Their Clinical Psychology Program is a part of this program concentration. They have several similar courses. University of Louisville Nursing Program offers Nursing 649 Clinical Psychopharmacology. Nurses will be allowed to

prescribe, while psychologists must understand the mechanisms and how medications work. Psychologists need to work with the medical professions as many clients are on psychotropic medications.

3. **Discussion of proposed course:**

3.1   Schedule type: L (standard lecture)

3.2   Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Describe the physiological mechanisms for how psychotropic medications work and identify drug interactions.
- Identify the potential side effects of medications and demonstrate how to educate the client about their medicine.
- Consult with medical professionals regarding medications.
- Describe how medication use varies across different populations such as children, adolescents, adults and the elderly.
- Describe the impact of addictive behavior on medication protocols.
- Identify how medications are typically used with various disorders.
- Integrate their knowledge of medications with their professional practice.

3.3   Content outline:
The following is the general outline this course:
- Overview of the course
- Theoretical basis for prescribing psychotropic medications
- Physiological/biological mechanisms of medication and mental illness
- Psychiatric diagnoses and treatment with medications
- Medications for infants, children and adolescents
- Medications for adults
- Medications for the elderly
- Consultation with those in the medical profession
- Addictions and medications
- Ethics in psychopharmacology

3.4   Student expectations and requirements: Students will be evaluated on their:
• performance in completing assignments, quizzes, and examinations
• oral presentations
• ability to organize and synthesize material in clinical case studies

3.5   Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). *Handbook of clinical psychopharmacology for therapists, 7th Edition.* Oakland, CA: New Harbinger Press.

Preston, J. D. (2014). *Clinical psychopharmacology made ridiculously simple, 8th Edition.* (2011). Tallahassee, FL: MedMaster Books.

Schatzberg, A. F., & Nemeroff, C. B. (2013). (Eds.). E*ssentials of clinical psychopharmacology, 3rd Edition.* Arlington, VA: American Psychiatric Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as:
- *Brown University Child and Adolescent Psychopharmacology Update*

- *Brown University Geriatric Psychopharmacology Update*
- *Bulletin of Clinical Psychopharmacology*
- *Clinical Psychopharmacology and Neuroscience*
- *Human Psychopharmacology: Clinical and Experimental.*
- *Psychopharmacology*
- *Psychopharmacology*
- *Therapeutic Advances in Psychopharmacology*

4. **Resources:**
   4.1 Library resources: Adequate
   4.2 Computer resources: Adequate

5. **Budget implications:**
   5.1 Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members of the clinical and school psychology Masters/Specialist programs. None are particularly qualified to teach the course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed and at least one would be needed that has the background to teach this course.

   5.2 Special equipment needed: None

   5.3 Expendable materials needed: None

   5.4 Laboratory materials needed: Not applicable

6. **Proposed term for implementation:** Fall, 2015

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

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**

   1.1   Course prefix (subject area) and number: PSY 766

   1.2 Course title: Assessment of Autism Spectrum Disorder

   1.3 Abbreviated course title: Assessment of Autism Spectrum

   1.4 Credit hours: 3   Variable credit: No

   1.5 Grade type: Standard letter grade

   1.6 Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of
         instructor.

   1.7 Course description: 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.

2.   **Rationale:**

   2.1   Reason for developing the proposed course: According to the Centers for Disease
         Control, the prevalence of Autism Spectrum Disorder (ASD) is 1 in 88 children. This
         prevalence rate has increased greatly over the last couple of decades, requiring school
         personnel to have expertise with ASD. Early intervention services are critical to positive
         outcomes for children with ASD; however, a diagnosis is often required to enable
         interventions to begin. The diagnosis of an ASD is much more complex than diagnosing
         other developmental disorders, and some of the ASD assessment instruments require
         specialized training to administer. As a result, there is a severe shortage of qualified
         personnel to assess and diagnose ASD. Parents often wait 8 to 12 months for an
         evaluation at autism centers such as the Weisskopf Child Evaluation Center in Louisville
         or Vanderbilt in Nashville. A Psy.D. in Applied Psychology is being proposed with a
         school psychology concentration. Within the concentration, one specialization option is
         an emphasis on Autism Spectrum Disorder. In addition, the proposed course is an option
         for the clinical psychology concentration. Having more psychologists able to diagnose
         ASD will greatly benefit children and families throughout Kentucky.

   2.2 Projected enrollment in the proposed course: Three to five students per year from the Psy.D. in
         Applied Psychology program, or double that if the course is only offered every two years.
         The special education department currently offers a graduate level certificate program in
         Autism Spectrum Disorders. Students interested in that certificate program, as well as
         practicing school and clinical psychologists in the community might also be interested in this
         course, in which case the enrollment numbers would be higher.

   2.3 Relationship of the proposed course to courses now offered by the department: The psychology
         department offers graduate courses in assessment in general, but nothing specific to Autism
         Spectrum Disorder. For example, PSY 561-Advanced Assessment in Educational Settings
         includes various methods of psychological assessment of children, but does not include

assessment instruments specifically designed to assess ASD. PSY 540-Behavior Problems in Childhood includes the diagnostic criteria for diagnosing ASD, but does not discuss specific assessment instruments.

2.4 Relationship of the proposed course to courses offered in other departments: No other department offers an assessment of ASD course. The Special Education department offers an Autism Spectrum Disorders Certificate, which includes five graduate courses on ASD. Those courses are:

SPED 610: Characteristics of Autism Spectrum Disorders

SPED 612: Collaboration with Schools and Agencies for Students with Autism Spectrum Disorders

SPED 615: Instructional Strategies and Design for Students with Autism Spectrum Disorders

SPED 618: Social Skills Instruction and Behavioral Programming for Students with Autism Spectrum Disorders

SPED 619: Assistive Technology and Communication Interventions for Students with Autism Spectrum Disorders

The proposed course would complement the courses offered by the Special Education department.

2.5 Relationship of the proposed course to courses offered in other institutions: Many of our benchmark institutions have courses specific to the topic of Autism Spectrum Disorder, but only a few have courses on the assessment of ASD. James Madison University does have a course where assessment of ASD is included: EXED 506 – Overview and Assessment of Autism Disorders. Bowling Green State University has EDIS 6480 – Assessment, Methods, and Materials for Students with Autism Spectrum Disorders. Florida Atlantic University has EEX 6210 – Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders.

3. Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• describe strengths and limitations of numerous methods of, and instruments for, assessing Autism Spectrum Disorder
• select and use the best methods and instruments for assessing Autism Spectrum Disorder
• integrate and triangulate data obtained from multiple methods of assessment
• write clear diagnostic reports describing the assessment results and implications for interventions

3.3 Content outline:
• The broad range of characteristics, and varying severity level of those characteristics, in ASD
• Using the latest Diagnostic and Statistical Manual of Mental Disorders criteria when assessing ASD
• Strengths and limitations of various methods of assessment
    • Methods of assessing ASD in children

- Interviews of parents, teachers, and children
- Observations of children
- Autism specific rating scales
- Autism specific tests (e.g., Autism Diagnostic Observation Schedule-2; Autism Diagnostic Interview-Revised)
  • Integrating assessment data from multiple sources and writing diagnostic reports
  • Distinguishing ASD from developmental disorders with similar characteristics

3.4 Student expectations and requirements: Students will be evaluated on their:
  • performance in completing assignments,
  • critiques and analyses of various ASD assessment methods, and
  • ability to competently conduct assessments using ASD assessment methods.

3.5 Tentative texts and course materials: Readings may come from relevant journals in the field (e.g., Journal of Autism and Developmental Disorders), and the following books or chapters from books such as these:

  • Goldstein, S., Naglieri, J. A., & Ozonoff, S. (2009). *Assessment of autism spectrum disorders*. New York, NY: Guilford Press.

  • Saulnier, C. A., & Ventola, P. E. (2012). *Essentials of autism spectrum disorders evaluation and assessment*. Hoboken, NJ: John Wiley & Sons.

  • Volkmar, F. R., Paul, R., Klin, A., & Cohen, D. (Eds.). (2005). *Handbook of autism and pervasive developmental disorders (3rd ed.), Volume 2: Assessment, interventions, and policy*. Hoboken, NJ: John Wiley & Sons.

4. **Resources:**
   4.1   Library resources: Adequate
   4.2   Computer resources: Adequate

5. **Budget implications:**
   5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

   5.2   Special equipment needed: Many assessment instruments are already in the Psychological Training Clinic. The test, *Autism Diagnostic Observation Schedule-2,* would need to be purchased at a cost of $2000. The Dean of the College of Education and Behavioral Sciences has committed to funding the cost of this test kit.

   5.3   Expendable materials needed: Test and behavior rating scale protocols will be required, at an estimated cost of about $25 per student. The Psychological Training Clinic charges nominal fees for services provided in the clinic and those fees are currently being used to purchase expendable materials (e.g., test protocols) for psychology graduate students in the Masters and Specialist programs. Such fees would be used for the expendable materials needed in this class as well.

   5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

College Name
Department Name
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: PSY 777
   1.2   Course title: Foundations of Supervision
   1.3   Abbreviated course title: Foundations of Supervision
            (maximum of 30 characters or spaces)
   1.4   Credit hours: 3   Variable credit no
   1.5   Grade type: standard letter grade
   1.6   Prerequisites: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
   1.7   Course description: 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.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Doctoral level psychologists are often called upon to supervise the clinical work of others. Training in consultation and supervision is part of the American Psychological Association standards for accreditation of a program. Community focus groups indicate the need for supervision is great in our service region. The absence of adequate doctoral level supervision hinders masters level professionals from being able to work.
   2.2   Projected enrollment in the proposed course: 10 to 20, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year. If the course is offered every year, the enrollment is anticipated to be 10.
   2.3   Relationship of the proposed course to courses now offered by the department: This is a new course for the department. We have no clinical supervision courses or practica. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 - Human Resources Management and Personnel Decisions for Organizational Leaders are the only ones discussing "supervision" but the context is business, not clinical work, and it is not broadly about supervision.
   2.4   Relationship of the proposed course to courses offered in other departments: The course is intended for clinical and school psychologists and for delivery of psychological services. It is discipline-specific. Therefore the following courses do not satisfy the program needs.
            2.4.1   CNS 585 Leadership and Administration in Student Affairs
            2.4.2   CNS 587 Professional Mental Health Counseling Practice
            2.4.3   EDAD 585 Fundamentals of School Administration
            2.4.4   EDAD 597 Problems in Educational Administration and Supervision
            2.4.5   EDAD 598 Field-Based Experience in Educational Administration
            2.4.6   EDAD 686 Principles of Supervision
            2.4.7   EDAD 697 Independent Research/Educ Ad/Sup

2.4.8   EDLD 798 Internship in Administration and Supervision

2.4.9   LTCY 695 Internship in Literacy Supervision

2.4.10   SWRK 577 Supervision of Advanced Casework in Child Welfare

2.4.11   SWRK 610 Social Work Administration and Supervision

2.4.12   NURS 520 Teaching in Schools of Nursing

2.4.13   COMM 510 Strategies for Teaching Communication

2.4.14   FACS 574 Supervision in Family and Consumer Sciences Education

2.4.15   COMM 525 Interpersonal Support in the Workplace

2.4.16   CD 570 Administration Supervision SLP

2.5   Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:

2.5.1   James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors.

2.5.2   Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.

2.5.3   Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.

2.5.4   Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.

2.5.5   University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.

2.5.6   Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.

2.5.7   University of Oregon: SPSY 610 Clinical Supervision.

3.   Discussion of proposed course:

3.1   Schedule type: A (Applied Learning)

3.2   Learning Outcomes:

Upon completion of this course the student will be able to

- Describe and apply fundamental principles of adult learning that help supervisees link theory and practice.
- Describe and apply fundamentals of psychological supervision, including the framework of supervision and the roles and relationships of supervisor and supervisee. Other fundamentals include organizational context of supervision, research on and models of clinician development, clinical supervision, and tools for assessing supervisees.
- Discuss and apply the legal and ethical implications of supervision such as multiple relationships, issues of confidentiality and determinants of supervisee competency.
- Develop a supervisory alliance (e.g., mutual respect, agreement on relevant tasks and on overall goals) with the supervisee that includes supportive and corrective feedback from the supervisor and accurate self-appraisal by the supervisee.
- Provide professional and effective oversight of beginning clinicians including, assessing them through observation, addressing their developmental level, supporting the supervisee in developing insight.

- Reflect on personal limitations in their supervision and choose an appropriate action.

3.3   Content outline:
Note: Supervision of behavioral health practice will be contrasted with supervision of employees for each broad topic as many students will likely have both roles.

- Introduction to Supervision
  o   Why supervise?
  o   What is good supervision? Supervision Models and Stages.
- The Supervision Relationship
  o   Roles and relationships.
  o   Factors affecting the relationship.
  o   Diversity and Supervision.
- The Delivery of Supervision
  o   Preparing for supervision.
  o   Developing a supervisory alliance.
  o   Evaluation of supervisee behaviors.
- Ethical and Legal Issues and Risk Management
  o   In the typical context; State requirements.
  o   When technology is involved.
  o   In varied settings.
  o   Assessing supervisory ethical and legal situations.
- Theories of and Research on Supervision
  o   Fundamentals of adult learning.
  o   Models of supervisee development.
  o   Assessing the supervisory process.
- Administrative Supervision

3.4   Student expectations and requirements:
The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings.

3.5   Tentative texts and course materials:
Bernard, J. & Goodyear, R. (2013). *Fundamentals of clinical supervision, 5th Ed*. San Francisco: Pearson
Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach*. Washington, DC: American Psychological Association.
Harvey, V.S. & Struzziero J.A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd edition). Thousand Oaks, CA: Corwin Press.
Thomas, J. T. (2010). *The ethics of supervision and consultation: Practical guidance for mental health professionals*. Washington, DC: American Psychological Association.
Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Training and Education in Professional Psychology, Professional Psychology: Research and Practice, Counselor Education,* and *Supervision and Clinical Supervision.*

4. **Resources:**

    4.1   Library resources: Adequate

    4.2   Computer resources: Adequate

5. **Budget implications:**

    5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2015

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

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.1   Course prefix (subject area) and number: PSY 785
    1.2   Course title: Doctoral Seminar in School Psychology
    1.3   Abbreviated course title: Doctoral Seminar School Psych
    1.4   Credit hours: 3   Variable credit: No
    1.5   Grade type: Standard letter grade
    1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.7   Course description: 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.

2. **Rationale:**
    2.1   Reason for developing the proposed course: The Applied Psychology Psy.D. program is being proposed with a school psychology concentration. This course will be a required course for those in the school psychology concentration. The fields of education, school psychology, and doctoral level practices in psychology are continually evolving in response to new accreditation standards [i.e., National Association of School Psychologist's (2010) *Standards for Graduate Preparation of School Psychologists*], new assessment methods in the field, special education regulations, and national and state trends. In addition, specific issues related to systems level consultation, supervision, and private practice are important topics for doctoral level psychologists. This course is intended to serve as a mechanism for keeping students up-to-date with current research and issues in the field and doctoral level practices. In addition, this course will allow the content of the school psychology concentration to be flexible and adaptive in the future.

    2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. psychology program is expected to enroll about 10 students per year, with half being in the school psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

    2.3   Relationship of the proposed course to courses now offered by the department: The psychology department offers a similar course, PSY 625 - Seminar in School Psychology, for school psychology graduate students in the Specialist in Education program. That course focuses on issues for students about to enter the field as school psychologists for the first time. Students in the doctoral program will already have experience as a school psychology practitioner. Thus, a more advanced seminar that focuses on doctoral level issues in addition to current topics will be required for the doctoral level students.

2.4 Relationship of the proposed course to courses offered in other departments: Other programs do offer similar courses for students in their programs. For example, the doctoral program in Educational Leadership offers EDLD 795 – Advanced Topics in Educational Leadership. Counseling and Student Affairs (CNS) 579 – Seminar in Student Affairs, focuses on "current issues and practices in Student Affairs." The special education graduate program has a seminar (SPED 518) on "contemporary issues in special education." The Educational Administration, Leadership, and Research program has a course (EDFN 576) on "Issues and Trends in Education." All such courses are designed to keep graduate students in their programs of study abreast of current developments. The proposed school psychology course would provide content on current issues specific to the field of school psychology.

2.5 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with school psychology programs, a few have similar courses. Indiana State University has SPSY 785: Advanced Seminar in School Psychology. James Madison University has PSYC 713 – Professional Practice Issues. Central Michigan has PSY 760 – Seminar: School Services. The University of Southern Mississippi has PSY 671 – Seminar in School Psychology.

3. Discussion of proposed course:

3.1 Schedule type: S (seminar)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- describe current licensure regulations and private practice issues for doctoral level psychologists
- explore and analyze professional issues associated with the provision of school-based psychological services in rural settings
- analyze and critique systems level models of services in schools and the role of the school psychologist
- explore, analyze, and critique current issues within the fields of education and school psychology
- describe issues such as consultation, supervision, and private practice that are relevant for doctoral level psychologists

3.3 Content outline: The intent of the course is to have content that will be updated annually; thus, specific course content will change over time to reflect current issues in the field. Initially, the topics might include:
- Psychology licensure laws and private practice issues
- School psychology services in rural settings
- Systems level services with school safety & crisis intervention plans
- Systems level consultation
- Supervision of other school psychologists
- Diversity issues in assessment and education

3.4 Student expectations and requirements: Students will be evaluated on their:
- performance in completing assignments, discussions, and other projects,
- critiques and analyses of issues and research in the fields of education and school

psychology,
- • quality of oral presentations, and
- • contributions to discussions in the seminar meetings.

3.5   Tentative texts and course materials: Readings may come from a variety of sources, including articles from journals in the field (e.g., School Psychology Review, School Psychology Quarterly, Psychology in the Schools), and chapters from:
- Brock, S. E., Nickerson, A. B., Reeves, M. A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2012). *School crisis prevention and intervention*. Bethesda, MD: National Association of School Psychologists.
- Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices*. New York, NY: Guilford Press.

4.   Resources:
4.1   Library resources: Adequate

4.2   Computer resources: Adequate

5.   Budget implications:
5.1   Proposed method of staffing: Currently, there are three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed, with the expectation that two of them will have a school psychology background. The hiring of additional faculty are necessary to maintain the ability to teach current caseloads of undergraduate and graduate courses.

5.2   Special equipment needed: None

5.3   Expendable materials needed: None

5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

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

1. **Identification of proposed course:**
   1.1   Course prefix (subject area) and number: PSY 791
   1.2   Course title: Advanced Psychology Practice
   1.3   Abbreviated course title: Advanced Psychology Practice
   1.4   Credit hours: 3   Variable credit: No
   1.5   Grade type: Standard letter grade
   1.6   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
   1.7   Course description: Advanced field experience for doctoral students. Applied Students are responsible for their own transportation to practicum sites.

2. **Rationale:**
   2.1   Reason for developing the proposed course: Graduates of the program will need breadth and depth of experience to manage and consult on complex cases and therefore need advanced supervised practice. The proposed Psy.D. in Applied Psychology will have a clinical psychology concentration. The program is designed to meet the coursework required for doctoral level licensure in clinical psychology in Kentucky. One of the pedagogical requirements for clinical psychology licensure is an advanced practicum in interventions. This course is designed to fulfill the requirement.

   2.2   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

   2.3   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers two other applied practice courses: Psy 562- Practicum in Psychological Assessment and Psy 562 – Practicum in Psychology. Both of these practicum courses are designed for entry level training in clinical and school psychology. The present course will provide supervised practice at a more advanced level and focus on development and evaluation of interventions.

   2.4   Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level practica courses at the Masters and Ed.S. levels for the supervision and evaluation of skills and performance within each discipline (e.g., CNS 590 Practicum, CNS Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum, ADED 590 Practicum in Adult Education, SWRK 660 Advanced Field Practicum I, SWRK 560 Foundations Field Practicum, SPED Practicum in Administration of Special Education). However, the nature of a practica course is that it is highly specific to the discipline and degree program and is restricted to students admitted or enrolled to the program. Further, there are no other

doctoral level practicum courses offered students in the clinical psychology concentration.

2.5 Relationship of the proposed course to courses offered in other institutions: Doctoral level clinical psychology programs exist in 11 of WKU's 18 benchmark institutions. A doctoral level practicum class is evident in virtually all programs. Ball State University has Applied Practicum 686. Bowling Green State University has 7970 Supervised Practicum in Clinical Psychology. Central Michigan University has both Psy 791 Practicum I B: Professional Services and 890 Advanced Practicum II A: Professional Services. East Carolina University has three courses: PSYC 6462 Advanced Clinical Psychology Practicum I, PSYC 6463 Advanced Clinical Psychology Practicum II, and PSYC 7995 Advanced Clinical Psychology Practicum III. East Tennessee State University has PSYC 7010 Clinical Psychology Practicum & Seminar. James Madison University has 5905 Practicum II: Clinical Health Psychology. Ohio University has PSY 7925 Advanced Clinical Practicum. The University of North Carolina, Greensboro has PSY 762 Advanced Practicum in Clinical Psychology. The University of Southern Mississippi has PSY 836 Proseminar in Counseling Psychology.

3. Discussion of proposed course:

3.1 Schedule type: P (supervised practical experience)

3.2 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
- Develop, identify, and monitor professional goals for the practica experience and develop a professional development plan.
- Evaluate the context and adapt evidence-based interventions to the new setting and client population.
- Apply principles of clinical practice in a fieldwork placement.
- Appropriately assess the outcomes of the intervention and modify accordingly.
- Engage in appropriate clinical supervision activities.

3.3 Content outline: The following is the general outline this course will follow.
- Self- evaluation of competencies related to intervention knowledge, skills, and experience
- Development of a professional development plan for the particular goals of the placement.
- Evaluation of the context of treatment
  - Setting
  - Population
- Issues in Intervention Selection and Design
  - Matching interventions to client needs and client context
  - Assessing client resources and needs
  - Implementing an intervention
  - Assessing the intervention and modifying as needed.
- Clinical Supervision Issues (as appropriate to the placement)

3.4 Student expectations and requirements: Students will be evaluated on their:
- Portfolio of professional activities including:
  Professional Development Plan
  Pre and post self-evaluation of competencies

Summary paper of experiences demonstrating self-awareness of competency level and progress made on professional development plan

Documentation of intervention (s) designed using appropriate methods

Documentation of evaluating effectiveness or appropriateness of ongoing interventions

Documentation of any Supervision experiences

- Intervention case presentation

3.5   Tentative texts and course materials:

Required texts could be drawn from the following, or similar textbooks:

Baird, B. (2013). *Internship, practicum, and field placement handbook, 7th Ed.* San Francisco: Pearson.

Fouad, A., et al. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5–S26. doi: 10.1037/a0015832

Kaslow, N. J., Borden, K. A., Collins, F. L., Forrest, L., Illfelder-Kaye, J., Nelson, P. D., Vasquez, M. J., Willmuth, M. (2004). Competencies conference: future directions in education and credentialing in professional psychology. *Journal of Clinical Psychology,* 60, 699–712.

Smalley, K. B., Warren, J., and Rainer, J. (Eds.) (2012). *Rural mental health: Issues, policies, and best practices*. NY: Springer Publishing Company.

Sonne, J. L. (2012). *PsycEssentials: A Pocket resource for mental health practitioners*. Washington, D.C.: American Psychological Association.

Thwaites. R., Bennett-Levy, J., Davis, M. & Chaddock, A. (in press). Using Self-practice and Self-reflection (SP/SR) to enhance competence and meta- competence. To appear in: A. Whittington & N. Grey (eds) *The cognitive behavioural therapist: From theory to clinical practice*. London: Routledge.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Clinical Practice in Pediatric Psychology, Clinical Psychology: Research and Practice, Couple and Family Psychology: Research and Practice, Journal of Counseling and Development, Journal of Rural Mental Health, Professional Psychology: Research and Practice,* and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today.*

4.   Resources:
4.1   Library resources: Adequate
4.2   Computer resources: Adequate

5.   Budget implications:
5.1   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty

members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.2   Special equipment needed: None

    5.3   Expendable materials needed: None

    5.4   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person, Elizabeth Jones, elizabeth.jones@wku.edu 745-4414

1. **Identification of proposed course:**
   1.8   Course prefix (subject area) and number: PSY 792
   1.9   Course title: Advanced Practicum in School Interventions
   1.10   Abbreviated course title: Adv Practicum in Interventions
   1.11   Credit hours: 3   Variable credit: No
   1.12   Grade type: Standard letter grade
   1.13   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
   1.14   Course description: 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.

2. **Rationale:**
   2.6   Reason for developing the proposed course: Doctoral level school psychologists will be expected to manage and consult on the most complex cases and therefore need advanced supervised practice. The proposed Psy.D. in Applied Psychology will have a school psychology concentration. The program is designed to meet the coursework required for doctoral level licensure in school psychology in Kentucky. One of the pedagogical requirements for school psychology licensure is an advanced practicum in interventions. This course is designed to fulfill the requirement.

   2.7   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Psy.D. in Applied Psychology program is expected to enroll about 10 students per year, with half being in the school psychology concentration. If the course is offered every year, the enrollment would be 5 but could be 10 students if only offered every two years.

   2.8   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers two other applied practice courses: Psy 562- Practicum in Psychological Assessment and Psy 562 – Practicum in Psychology. Both of these practicum courses are designed for entry level training in school and clinical psychology. The present course will provide supervised practice at a more advanced level and focus on development and evaluation of interventions.

   2.9   Relationship of the proposed course to courses offered in other departments: Many applied programs within the university offer graduate level practica courses at the Masters and Ed.S. levels for the supervision and evaluation of skills and performance within each discipline (e.g., CNS 590 Practicum, CNS Clinical Mental Health/Marriage, Couple, and Family Counseling Practicum, ADED 590 Practicum in Adult Education, SWRK 660 Advanced Field Practicum I, SWRK 560 Foundations Field Practicum, SPED Practicum in Administration of Special Education). However, the nature of a practica course is that it is highly specific to the discipline and degree program and is restricted to students admitted or enrolled to the program. Further, there are no other

doctoral level practicum courses offered students in the school psychology concentration.

2.10 Relationship of the proposed course to courses offered in other institutions: Doctoral level school psychology programs exist in eight of WKU's 18 benchmark institutions. A doctoral level practicum class is evident in all programs. Ball State University has EDPS Practicum in School Psychology, and EDPS 688 Practicum in Consultation. East Carolina University has PSYC 7950 Practicum in Therapeutic Approaches with Children, PSYC 7951 Practicum in Psychoeducational Assessment, and PSYC 8460 Health Psychology Practicum. Illinois State University has PSY 436.04 Practicum: Psychoeducational Assessment (which includes interventions) and PSY 590.03 Advanced Practicum. Indiana State University offers SPSY 686 Practicum in School Psychology. Northern Illinois University has PSYC 653 Practicum in School Psychology. The University of Southern Mississippi has PSY 771 Practicum in School Psychology which is taken every semester. James Madison University has PSYC 878 Doctoral Practicum and PSYC 882 Doctoral Practicum in Counseling.

3. Discussion of proposed course:

3.6 Schedule type: P (supervised practical experience)

3.7 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:

- Explain basic principles and best practices that guide prevention and intervention activities.
- Independently implement academic and behavioral interventions.
- Evaluate the quality of evidence for interventions with children and adolescents.
- Demonstrate command of methods for monitoring intervention outcomes and evaluating intervention integrity
- Demonstrate command of varied methods for evaluating intervention outcomes and intervention effectiveness
- Demonstrate how to assess for and ensure the acceptability of interventions.
- Demonstrate proficiency in matching interventions to individual student needs.

3.3 Content outline: The following is the general outline this course will follow.

- Overview of the Course
  - o Self- evaluation of competencies related to intervention knowledge, skills, and experience
  - o Development of a strategic plan for advancing intervention skills with identified projects and products
- Issues in Evaluating the Evidence Base for Interventions
  - o Evidence-based versus evidence informed
  - o Translational studies
- Issues in Intervention Selection and Design
  - o Matching interventions to student needs and the instructional hierarchy
  - o Assessing baseline performance and goal setting
  - o Assessing treatment integrity and intervention acceptability

3.8 Student expectations and requirements: Students will be evaluated on their:
• Portfolio of professional activities including:
    Professional Development Plan
    Pre and post self-evaluation of competencies

Summary paper of experiences demonstrating self-awareness of competency level and progress made on professional development plan
Documentation of intervention (s) designed using appropriate methods
Documentation of evaluating effectiveness or appropriateness of ongoing interventions
- Intervention case presentation

3.9 Tentative texts and course materials:
Required texts could be drawn from the following, or similar textbooks:

Adkin-Little, A., Little, S., & Bray, M. (Eds). (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

Hosp, J., Hosp, M., Howell, K., & Allison, R. (Eds), (2014). *The abc's of curriculum-based evaluation: A practical guide to effective decision making*. New York, NY: Guilford.

Knoff, H. (2014). *Implementing response-to-intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions*. Bethesda, MD: National Association of School Psychologists.

Langberg, J. (2011). *Homework, organization and planning skills (HOPS) interventions.* Bethesda, MD: National Association of School Psychologists.

Rathvon, N. (2008). *Effective school interventions (2nd ed.): Evidence-based strategies for improving student outcomes*. New York, NY: Guilford Press.

Reddy, L. (2012). *Group play interventions for children*. Washington, DC: American Psychological Association.

Sandoval, J. (Ed.). (2013). *Crisis counseling, intervention and prevention in the schools*. New York, NY: Routledge.

Shinn, M., & Walker, H. (2014). *Interventions for achievement and behavior problems in a three-tier model including RTI*. Bethesda, MD: National Association of School Psychologists.

Stormont, M., Reinke, W., Herman, K., & Lembke, E. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions.* New York, NY: Guilford.

Wilkinson, L. (Ed). (2014). *Autism spectrum disorder in children and adolescents. Evidence-based assessment and intervention in schools*. Bethesda, MD: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review,*

School Psychology Forum, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Assessment for Effective Intervention.

4. Resources:

    4.3   Library resources: Adequate

    4.4   Computer resources: Adequate

5. Budget implications:

    5.5   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.6   Special equipment needed: None

    5.7   Expendable materials needed: None

    5.8   Laboratory materials needed: Not applicable

6. Proposed term for implementation: Fall, 2015

7. Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Rick Grieve, rick.grieve@wku.edu, 745-4417

1. **Identification of proposed course:**
    1.15   Course prefix (subject area) and number: PSY 801
    1.16   Course title: The Profession of Clinical Psychology
    1.17   Abbreviated course title: Clinical Psych
    1.18   Credit hours: 3   Variable credit: No
    1.19   Grade type: Standard letter grade
    1.20   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program or by permission of instructor.
    1.21   Course description: 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.

2. **Rationale:**
    2.11   Reason for developing the proposed course: The mission of the PsyD program is to train competent practitioner/scholars who can function at the doctoral level. It is expected that graduates will eventually open their own private practice, join an existing group practice, or work as administrators at psychological facilities in the region. This course will provide basic information that early-career practitioners need to know that will help them be successful in their chosen career paths. Some of this information is of a nature that many only find out via negative experience.

    2.12   Projected enrollment in the proposed course: 5 to 10, depending on how often the course is offered. The Applied Psychology Psy.D. program is expected to enroll about 10 students per year, with half being in the clinical psychology concentration. If the course is offered every two years, the enrollment is anticipated to be 10. There may be some interest in this course from members of the community who practice applied psychology; such an interest could increase the number of students in the course.

    2.13   Relationship of the proposed course to courses now offered by the department: The Department of Psychology offers PSY 541, Scientific and Professional Ethics and Standards in Psychology at the graduate level, which focuses on the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. While ethics will be a part of the current course, the focus of this course will be on the three avenues of applied psychology outlined above (i.e., private practice, group practice, or administration). The Department of Psychology offers PSY 455 Introduction to Clinical Psychology at the undergraduate level, which is a general overview of the applied practice of psychology, including counseling psychology and school psychology as well as clinical psychology. The present course is targeted at a higher level of knowledge. It is designed to be more specifically oriented to the avenues of applied practice and the issues that can hamper the development of competent professionals.

2.14 Relationship of the proposed course to courses offered in other departments: Other graduate programs at WKU offer a survey course of applied work in the profession. The Educational Leadership doctoral program has LME 737 Leadership in Educational Technology, the Doctor in Physical Therapy program has DPT 700 Orientation to Physical Therapy, and the Doctor of Nursing program has NURS 601 Orientation to Doctor of Nursing Practice. In addition, at the master's level, the Counselor Education department offers CNS 570 Workshop in Counseling and the Social Work department offers SWK 501 Cultural Competency in Social Work Practice. All of these courses focus on the information, skills, and techniques necessary to be successful in their fields. The current course will be similar to these courses, with a focus on the profession of psychology.

2.15 Relationship of the proposed course to courses offered in other institutions: Of our benchmark institutions with clinical psychology programs, some offer classes with general themes that could cover the topics in this class. Appalachian State University offers 4655 Contemporary Issues in Psychology. Central Michigan University has 765 Seminar in Ethics and Professional Issues. The University of North Carolina, Charlotte has both **PSYC 6050. Topics in Psychological Treatment and PSYC 6099. Topics in Psychology. The University of Southern Mississippi offers** PSY 608 Professional Issues in Psychology and PSY 616 Proseminar in Clinical Psychology. Other benchmark institutions offer courses that are more in line with the content of the proposed course. East Carolina University has PSYC 6465 Ethics and Professional Practice. East Tennessee State University has PSYC5100 Legal and Ethical Issues in Psychology. The University of Southern Alabama offers CCP 764 Consulting Psychology and Program Development. However, none of the benchmark institutions offer a class that specifically focuses on aspects of running a private practice.

3. **Discussion of proposed course:**

3.10 Schedule type: L (standard lecture)

3.11 Course objectives/Learning outcomes: At the conclusion of the course, the students will be able to:
• analyze the challenges of applied practice of psychology and integrate solutions into their approaches,
• describe and analyze the ethical standards that relate to applied practice,
• evaluate the implications of the legal requirements of legislation such as the Health Insurance Portability and Accountability Act,
• discuss issues related to marketing, client recruitment, hiring, finance, and other business issues that can affect the success of applied practice, and
• integrate learning into a business or strategic plan.

3.12 Content outline:
The following is the general outline this course will follow.
• Overview of the Course
• Credentialing
• Managing a Business
  ▪ Making a Business Plan
  ▪ Marketing
  ▪ Generating Referrals
  ▪ Best Practices
  ▪ The Facility
• Issues Related to Finance

- **Reimbursement for Services**
- **Manage Care Companies**
  - Legal Issues
    - **HIPAA**
    - **Forensic Psychology**
    - **Testifying**
    - **Dealing with the Legal System**
  - Ethics in the Applied Realm
    - **Managing Client Information**
  - Employee Issues
    - **Supervision**
    - **Administration**
  - Guest Speakers

3.13   Student expectations and requirements: Students will be evaluated on their:
• reflective self-assessment,
• performance in completing assignments, quizzes, and examinations;
• oral presentations, and
• creation of a business or strategic plan.

3.14   Tentative texts and course materials:
Required texts will be drawn from the following:
- Drogin, E. Y. (2004). *The law and mental health: Kentucky*. Washington, D.C.: American Psychological Association.
- Grodzki, L. (2000). *Building your ideal private practice: A guide for therapists and other helping professionals.* New York: W. W. Norton and Company.
- Paterson, R. J. (2011). *Private practice made simple: Everything you need to know to set up and manage a successful mental health practice.* Oakland, CA: New Harbinger.
- Steele, D. (2012). *The million dollar private practice: Using your expertise to build a business that makes a difference.* Hoboken, NJ: John Wiley and Sons.
- Walfish, S., & Barnett, J. E. (2009). *Financial success in mental health practice: Essential tools and strategies for practitioners.* Washington, D. C.: American Psychological Association.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, Clinical Practice in Pediatric Psychology, Clinical Psychology: Research and Practice, Couple and Family Psychology: Research and Practice, Journal of Counseling and Development, Journal of Rural Mental Health, Professional Psychology: Research and Practice,* and *Psychological Services*. Other sources include articles from the *APA Monitor* and *Counseling Today.*

4. Resources:
4.5   Library resources: Adequate
4.6   Computer resources: Adequate

5. Budget implications:
5.9   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty

members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.10   Special equipment needed: None

    5.11   Expendable materials needed: None

    5.12   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

College Name
Department Name
Proposal to Create a New Course
(Action Item)

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

1. **Identification of proposed course:**
    1.22   Course prefix (subject area) and number: PSY 877
    1.23   Course title: Advanced Clinical Supervision
    1.24   Abbreviated course title: Advanced Clinical Supervision
            (maximum of 30 characters or spaces)
    1.25   Credit hours: 3   Variable credit (no)
    1.26   Grade type: standard letter grade
    1.27   Prerequisites: Acceptance to the Psy.D. in Applied Psychology program, PSY 777 or by
            permission of instructor.
    1.28   Course description: 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.

2. **Rationale:**
    2.16   Reason for developing the proposed course: Doctoral level psychologists are often called
            upon to supervise the clinical work of others. Training in consultation and supervision is
            part of the American Psychological Association standards for accreditation of a program.
            Community focus groups indicate the need for supervisor is great in our service region.
            The absence of adequate doctoral level supervision hinders masters level professionals
            from being able to work.
    2.17   Projected enrollment in the proposed course: 5 to 10, depending on how often the course
            is offered. The Applied Psychology Psy.D. program is expected to enroll about 10
            students per year, with half being in the clinical psychology concentration. If the course
            is offered every two years, the enrollment is anticipated to be 10.
    2.18   Relationship of the proposed course to courses now offered by the department: This is a
            new course for the department. We have no clinical supervision courses or practica. PSY
            510 – Educational Psychology addresses an educational setting and is only broadly about
            clinical supervision. PSY 770 - Legal Issues for Organizational Leaders and PSY 771 -
            Human Resources Management and Personnel Decisions for Organizational Leaders are
            the only ones discussing "supervision" but the context is business, not clinical work, and
            it is not broadly about supervision.
    2.19   Relationship of the proposed course to courses offered in other departments: The course
            is intended for clinical and school psychologists and for delivery of psychological
            services. It is discipline-specific. Therefore the following courses do not satisfy the
            program needs.
            2.19.1 CNS 585 Leadership and Administration in Student Affairs
            2.19.2 CNS 587 Professional Mental Health Counseling Practice
            2.19.3 EDAD 585 Fundamentals of School Administration
            2.19.4 EDAD 597 Problems in Educational Administration and Supervision
            2.19.5 EDAD 598 Field-Based Experience in Educational Administration

          2.19.6   EDAD 686 Principles of Supervision

          2.19.7   EDAD 697 Independent Research/Educ Ad/Sup

          2.19.8   EDLD 798 Internship in Administration and Supervision

          2.19.9   LTCY 695 Internship in Literacy Supervision

          2.19.10 SWRK 577 Supervision of Advanced Casework in Child Welfare

          2.19.11 SWRK 610 Social Work Administration and Supervision

          2.19.12 NURS 520 Teaching in Schools of Nursing

          2.19.13 COMM 510 Strategies for Teaching Communication

          2.19.14 FACS 574 Supervision in Family and Consumer Sciences Education

          2.19.15 COMM 525 Interpersonal Support in the Workplace

          2.19.16 CD 570 Administration Supervision SLP

2.20   Relationship of the proposed course to courses offered in other institutions: Supervision is a required course for doctoral level psychologists and is offered at many universities, for example:

          2.20.1   James Madison University: Psy.D. Clinical and School offers PSYC 760 Supervision and Consultation for Counselors and PSYC 852 Advanced Consultation and Supervision and PSYC 853 Advanced Supervision in Counseling.

          2.20.2   Utah State University: Ph.D. Clinical and School requires Psy 6630 Supervision and Consultation in Psychological and Educational Settings and Psy 7630 Supervision and Consultation in Applied Psychology.

          2.20.3   Yeshiva University: Psy.D. in School-Clinical Child requires PSS 6221 School Consultation and Supervision.

          2.20.4   Fielding Graduate Institute: Ph.D. Clinical Psychology offers Psy 745 Consultation & Supervision.

          2.20.5   University of Albany: offers ECPY 840 Clinical Supervision and Consultation: Theory, Research & Practice.

          2.20.6   Southeast Missouri State: The Ed.S. offers CP 771 Counselor Supervision.

          2.20.7   University of Oregon: SPSY 610 Clinical Supervision.

3.   Discussion of proposed course:

     3.15   Schedule type: A (Applied Learning)

     3.16   Learning Outcomes: Upon completion of this course the student will be able to

- Apply principles of supervision with more advanced clinician supervisees, setting challenges for supervisees that are appropriate and optimal for learning.
- Adapt supervision to the organizational context of the supervisor and supervisee, such as rules for record keeping, timeliness of interventions, working with colleagues, and coordinate services for a program.
- Address issues of culture and difference in the supervisory and client relationships.
- Describe and address issues of technology (Telehealth) and supervision.
- Assess and address a variety of supervisee situations affecting the supervisory alliance, specifically managing any threats to the supervisory alliance.
- Conduct effective supervision in groups.
- Identify supervisee blocks to supervision and enable the supervisee in becoming a reflective, self-correcting practitioner.
- Describe and apply principles of self-care for self and supervisees.

3.17   Content outline:

- Review Models of Supervision
- Context for Supervision
- Techniques and Methods for Supervision
    o   Working with advanced supervisees
    o   Addressing blocks to supervision.
    o   Issues of culture and difference.
    o   Issues of technology (Telehealth) and supervision.
- Supervising groups of supervisees.
- Self-care in supervision.
- Ethical Issues in Advanced Supervision
- Teaching Supervision
- Assessing Supervision

3.18   Student expectations and requirements:

The primary instructional tool will be case discussion and direct contact with supervisees. They will have readings, provide video tapes of their supervision of 2 or more supervisees and write several reflection reports placing their supervision within the contexts discussed. A midterm exam and final will cover assigned readings. They will present a class session on a special topic in supervision (e.g., working in rural areas, an issue of culture/difference, an issue of technology, current legislation).

3.19   Tentative texts and course materials:

Falender, C.A., Cornish, J., Goodyear, R., Hatcher, R., Kaslow, N., Leventhal, G., Shafranske, E., Sigmon, S.T., Stoltenburg, C., & Grous, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology*, 60, 771–785.

Falender, C., & Shafranske, E. (2008). *Casebook for Clinical supervision: A Competency-based Approach*. Washington, DC: American Psychological Association.

Gizara, S., & Forrest, L. (2004). Supervisors' experiences of trainee impairment and incompetence at APA-accredited internship sites. *Professional Psychology: Research and Practice, 35*, 131-141.

Hays, D. G., & Chang, C. Y. (2003). White privilege, oppression, and racial identity development: Implications for supervision. *Counselor Education and Supervision*, 43, 134-145.

Ladany, N., Friedlander, M., & Nelson, M. (2005). *Critical events in psychotherapy supervision: An interpersonal approach*. Washington: American Psychological Association.

Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *Clinical Supervisor,* 22(1), 87-110.

Milne, D. L., & Dunkerley, C. (2010). Towards evidence-based clinical supervision: the development and evaluation of four CBT guidelines. *The Cognitive Behaviour Therapist*, 1, 1-15.

Milne, D.L., Reiser, R., Cliffe, T., & Raine, R. (2011). SAGE: preliminary evaluation of an instrument for observing competence in CBT supervision. *The Cognitive Behaviour Therapist*, 4, 123- 138.

Morrissette, P. J. (2001). *Self-supervision: A primer for counselors and human service professionals*. Philadelphia, PA: Brunner-Routledge.

Pope, K. S., Sonne, J. L., & Green, B. (2006). *What therapists don't talk about and why: Understanding taboos that hurt us and our clients (2nd ed.).* Washington, DC: American Psychological Association.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286.

Sullivan, J., & Conoley, J. C. (2008). Best practices in the supervision of interns. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V*, (pp. 1957-1974). Bethesda, MD: National Association of School Psychologists.

Wood, J. A. V., Miller, T. W., & Hargrove, D. S. (2005). Clinical supervision in rural settings: A telehealth model. *Professional Psychology: Research and Practice. 36*, 173-179.

Additional readings will be supplied from a number of sources, including appropriate journal articles from such journals as *American Psychologist, School Psychology Review, School Psychology Quarterly, Psychology in the Schools, Journal of Clinical and Consulting Psychologists, Training and Education in Professional Psychology, Professional Psychology: Research and Practice, Counselor Education,* and *Supervision and Clinical Supervision.*

4. **Resources:**

    4.7   Library resources: Adequate

    4.8   Computer resources: Adequate

5. **Budget implications:**

    5.13   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses.

    5.14   Special equipment needed: None

    5.15   Expendable materials needed: None

    5.16   Laboratory materials needed: None

6. **Proposed term for implementation:** Fall 2015

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

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.29   Course prefix (subject area) and number: PSY 895
    1.30   Course title: Pre-Doctoral Internship
    1.31   Abbreviated course title: Pre-Doctoral Internship
    1.32   Credit hours: 3   Variable credit: No
    1.33   Grade type: Pass/Fail (qualifies for IP grading)
    1.34   Prerequisite: Acceptance to the Psy.D. Applied Psychology program and by permission
            of instructor.
    1.35   Course description: Full-time applied psychology internship following the guidelines of
            the American Psychological Association. Taken at end of doctoral training coursework.
            Course repeated for 6 credit hours total.

2. **Rationale:**
    2.21   Reason for developing the proposed course: The practitioner/scholar training model
            endorses a year of supervised practice prior to graduation in order to integrate
            coursework with applied practice. The proposed Psy.D.in Applied Psychology program
            for clinical and school psychologists has a practitioner/scholar training model. Further,
            all doctoral level training programs in clinical and school psychology require the student
            to have a full-time 2000-hour pre-doctoral internship as the culminating training
            experience. This course will meet that American Psychological Association requirement.

    2.22   Projected enrollment in the proposed course: 5 to 10 per semester from the Applied
            Psychology Psy.D. program. As this course is taken after all other doctoral coursework is
            completed, it will be approximately 2 to 3 years after the Psy.D. program begins before
            any students would enroll in this course.

    2.23   Relationship of the proposed course to courses now offered by the department: The
            psychology department offers PSY 592-Internship, for Masters and Specialist level
            students in the clinical and school psychology programs. The requirements for that class
            at the Masters/Specialist level, however, are very different in terms of hours needed,
            supervision requirements, and the type of internship that is acceptable, from the
            American Psychological Association requirements for a pre-doctoral internship. The
            proposed course, with the 800 level numbering, would make it clear to the accrediting
            agency that it is a course designed specifically for doctoral level students and a pre-
            doctoral internship.

    2.24   Relationship of the proposed course to courses offered in other departments: Several
            programs at WKU do offer similar courses for students in their programs. Examples:
            • EDLD 798-Internship in Administration and Supervision
            • EDU 589-Advanced Internship for the MAT

- EDU 590-Advanced Teaching Internship
- SPED 590-Advanced Internship in Exceptional Education
- IECE 524-Internship in Early Childhood Special Education
- SMED 590-Teaching Internship
- CNS 595-Internship
- CNS 596-Clinical Mental Health Internship
- LTCY 695-Internship in Literacy Supervision

All such courses are designed for specific internships within the students' programs of studies. The proposed pre-doctoral internship course would be specific to the field of psychology and the necessary accreditation requirements for an internship in this field.

2.25   Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level clinical and school psychology programs, all have a pre-doctoral internship course. As examples, East Tennessee State University has PSYC 7980-Pre-Doctoral Internship, the University of Kentucky has PSY 708-Internship, the University of South Alabama has CCP 797-Internship, Northern Illinois University has PSYC 655- Internship in Clinical Psychology, and the University of North Carolina-Greensboro has PSY 763-Internship in Clinical Psychology.

3.   Discussion of proposed course:

3.20   Schedule type: N (internship)

3.21   Course objectives/Learning outcomes: At the conclusion of the internship, the students will be able to:
- competently integrate and apply assessment and therapy skills to a variety of referral concerns
- practice within legal and ethical guidelines
- use supervision to enhance professional growth
- independently develop appropriate courses of action with regard to client referrals or systems level interventions

3.22   Content outline: The internship experience is the culminating training experience that could occur in a variety of school, mental health, or private practice settings. Given that it is an applied training experience, there is not specific course content in the traditional sense. However, internship experiences typically include:
- an orientation to the internship setting
- weekly supervision to enhance professional growth
- full-time applied psychology experiences that include assessment, consultation, and direct therapeutic interventions

3.23   Student expectations and requirements: Students will be evaluated on their ability to: • perform as competent and ethical psychologists
- consult and collaborate with other professionals
- complete all assigned duties and tasks

3.24   Tentative texts and course materials: Not applicable

4.   Resources:

4.9   Library resources: Not needed for this course.

4.10   Computer resources: Not needed for this course.

5.   Budget implications:

    5.17   Proposed method of staffing: Currently, there are two clinical and three school psychology faculty members who could teach this course. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability to teach current caseloads of undergraduate and graduate courses..

    5.18   Special equipment needed: None

    5.19   Expendable materials needed: None

    5.20   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Carl Myers, carl.myers@wku.edu, 745-4410

1. **Identification of proposed course:**
    1.36   Course prefix (subject area) and number: PSY 899
    1.37   Course title: Dissertation in Psychology
    1.38   Abbreviated course title: Dissertation
    1.39   Credit hours: 1-3   Variable credit: Yes
    1.40   Grade type: Pass/Fail (qualifies for IP grading)
    1.41   Prerequisite: Acceptance to the Psy.D. in Applied Psychology program and by permission of instructor.
    1.42   Course description: Research undertaken to complete requirements for the doctorate in applied psychology. Course repeated for 6 credit hours total.

2. **Rationale:**
    2.26   Reason for developing the proposed course: A dissertation in psychology requires students to utilize the scientific tools of applied psychology to a major research project. A Psy.D. Applied Psychology program is being proposed for clinical and school psychologists. A dissertation will be a required component of that program.
    2.27   Projected enrollment in the proposed course: 5 to 10 per semester from the Psy.D. program in psychology, although students might not start enrolling in this course for a year or more after the program begins.
    2.28   Relationship of the proposed course to courses now offered by the department: The psychology department offers PSY 599-Thesis Research, for Masters level students and PSY 699-Specialist Project, for Specialist level students. The proposed course would be specifically for dissertation research at the doctoral level.
    2.29   Relationship of the proposed course to courses offered in other departments: The doctoral program in Educational Leadership offers a dissertation course for their doctoral students, EDLD 799-Dissertation Research. The proposed dissertation course would be specific to the graduate students in the psychology department.
    2.30   Relationship of the proposed course to courses offered in other institutions: Of our benchmark and state institutions with doctoral level psychology programs, all have a dissertation course. As just a few examples, Ohio University has PSY 8950-Dissertation, East Carolina University has PSYC 9000-Dissertation, the University of South Alabama has CCP 799-Dissertation Research, East Tennessee University has PSYC 7690-Doctoral Dissertation in Psychology, the University of Kentucky has PSY 767-Dissertation Research, and the University of North Carolina-Greensboro has PSY 799-Doctoral Dissertation Research.

3. **Discussion of proposed course:**
    3.25   Schedule type: R (research)

    3.26   Course objectives/Learning outcomes: At the conclusion of the dissertation, the students will be able to:

- critically evaluate and integrate the literature in an applied area and identify the need for their research topic
- identify an appropriate research design
- conduct research within ethical guidelines
- appropriately analyze data and interpret findings
- present results in an effective written format following the conventions of the field

3.27   Content outline: The dissertation course would not have specific content as it is independent research conducted by the student under the supervision of the director of the dissertation.

3.28   Student expectations and requirements: Students will be evaluated on their ability to conduct the research in an appropriate and ethical manner and provide an acceptable written product (i.e., the dissertation).

3.29   Tentative texts and course materials: Not applicable

4.   Resources:

4.11   Library resources: Adequate

4.12   Computer resources: Adequate

5.   Budget implications:

5.21   Proposed method of staffing: This course would not be assigned as a course load per se. It is expected that directing three dissertations to completion would result in a one-course reduction for that faculty member. However, dissertations could be directed by numerous faculty in the psychology department. Thus, the impact would spread across many faculty. Four additional faculty members for the Psy.D. in Applied Psychology program are being proposed to maintain the ability of faculty members to teach current caseloads of undergraduate and graduate courses.

5.22   Special equipment needed: None

5.23   Expendable materials needed: None

5.24   Laboratory materials needed: Not applicable

6.   Proposed term for implementation: Fall, 2015

7.   Dates of prior committee approvals:

Department of Psychology	February 21, 2014
CEBS Curriculum Committee	
Professional Education Council	
Graduate Council	
University Senate	

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

Contact Person: Dr. Rick Grieve, rick.grieve@wku.edu, 5-4417

1. *Identification of program:*

1.43   Program title: Applied Psychology
1.44   Degree Type: Doctor of Psychology (Psy.D.)
1.45   Classification of Instructional Program Code (CIP): 48.2801 (Clinical concentration), 48.2805 (School concentration)
1.46   Required hours in proposed major program:
        48 hours total, post-master's or education-specialist degree
1.47   Special information: None
1.48   Program admission requirements:

Admission to the program is based on a holistic evaluation of the candidate's application portfolio that must include:

- Transcripts of all undergraduate and graduate course work indicating a Master's degree in Psychology or Ed.S. in School Psychology from an institution accredited by a nationally recognized accreditation organization. Graduate transcripts indicate a minimum graduate grade point average (GPA) of 3.50. Applicants with graduate degrees from closely related fields may be considered, but, if accepted, may need to take additional courses to complete the foundational coursework.
- Official GRE scores indicating a minimum scores of 145 Verbal, 145 Quantitative, and 4.0 Analytic Writing on the Graduate Record Examination (GRE) General Test (or equivalent). In lieu of the GRE scores, applicants may submit a portfolio that includes evidence of at least five years successful and ethical practice in the field and evidence of managerial/supervision experience or superlative practice. Consult the program website for details.
- Three current (within 1 year) letters of recommendation from persons in a position to evaluate the applicant's potential for success in a doctoral program.
- Completed departmental application.
- Personal statement describing professional interests, qualifications, and expectations from the Psy.D. in Applied Psychology doctoral program, and career goals.
- Current (within 1 year of application deadline) resume or curriculum vitae.
- Completed Graduate School application form.

In addition, applicants will be required to complete an interview and receive favorable ratings based on the interview.

Successful applicants will be required to undergo a criminal background check at the student's expense prior to the first semester of enrollment. Information regarding the background check is sent with program acceptance information.

The program builds upon psychology coursework taken at the master's or specialist level. As such, transcripts will be reviewed to determine whether students have deficiencies from their previous programs that would make it difficult to meet American Psychological Association training and Kentucky licensure requirements. At the master's and specialist levels students typically have previous coursework in the foundation areas of social psychology, physiological psychology, developmental psychology, cognition/learning and diversity/multicultural awareness. In addition, students will evidence foundational courses in professional skills (psychotherapy, assessment, ethics in psychology, practica) and scientific skills (research methods). Students whose transcripts do not indicate completion of equivalent coursework in areas such as these may be admitted, but coursework addressing deficiencies must be completed prior to admission to candidacy.

Applications should be received by January 3rd for priority consideration. Beyond the stated minimum requirements, selection for the program is competitive.

1.49   Catalog description:

The Psy.D. program in Applied Psychology follows the practitioner-scholar model of training, promoting application of the foundational knowledge of the science of psychology to clinical practice and the development of interpersonal and scientific skills for use in implementing and evaluating practice. The mission of the program is to train competent doctoral-level practitioner/scholars who have core foundations in interpersonal and scientific skills and mastery of clinical practice and evidence-based interventions, and who can apply their knowledge and skills within a range of settings, including rural and underserved populations. Upon completion of the internship, graduates will be eligible to apply for licensure as psychologists. The program will require two capstone experiences – a dissertation and a pre-doctoral internship. The dissertation serves to document the student's mastery of scientific skills while the pre-doctoral internship serves to document the student's ability to integrate and apply knowledge and skills in community settings and evaluate practices. Psychologists trained within this practitioner/scholar model program will be qualified to establish careers in the private and public sectors, including clinics, hospitals, community agencies and schools. They may also teach and provide supervision in colleges and universities.

The Psy.D. in Applied Psychology prepares students to:
- Function as competent practitioners/scholars, skilled in developing, implementing, and evaluating the use of evidence-based practices, particularly for rural and other under-served populations, in their respective areas 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 professional literature, effectively integrate it with practice considerations, and evaluate outcomes.

The Psy.D. in Applied Psychology is designed as a completion or advanced program for professionals who hold master's or specialist's degrees in clinical psychology, school psychology or closely related fields. Students chose one of the two concentrations, Clinical Psychology and School Psychology. Coursework builds upon prior graduate study in psychology and is designed to enable students to pursue licensure in the state of Kentucky. As prior graduate preparation in psychology may vary, each student's academic background will be reviewed with respect to coursework in foundations of psychology and professional skills. Any identified deficiencies will need to be remediated. Consistent with university policy, courses taken as remediation for deficiencies may not be counted in the hours required for the Psy.D. degree and must be taken prior to admission to candidacy.

Degree Requirements
The Psy.D. in Applied Psychology program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.

Core Competency Areas (27 hours)
Statistics/Research Methods (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      PSYS 504: Advanced Research Methods
      PSY 505: Statistical Software
      PSYS 512: Experimental Design and ANOVA
      PSYS 513: Advanced Statistical Analysis
      PSYS 563: Statistics/Psychometrics
      SWRK 540: Foundations of Social Work Research Methods
      SWRK 640: Applied Social Work Research
      EDLD 712: Research Methods and Design for Educational Leaders
      EDLD 722: Measurement and Survey Methods for Educational Leaders

History and Systems (3 hours)
      PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.

Psychopharmacology (3 hours)
      PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.

Family Systems (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      CNS 588: Family Systems Counseling
      PSY 741: Family Systems in Therapy

Basic Supervision (3 hours)
      PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.

Dissertation (6 hours)
      PSY 899: Dissertation in Psychology

Internship (6 hours)
      PSY 895: Pre-Doctoral Internship

Concentrations
Clinical Psychology Concentration (21 hours)
Psychotherapy (6 hours)
Select two of the following, or equivalent courses, with advisor approval:
      CNS 554: Group Counseling
      CNS 558: Counseling Theories
      CNS 559: Techniques of Counseling
      CNS 561: Counseling Children
      CNS 562: Counseling Adolescents
      CNS 569: Play Therapy
      CNS 582: Sex Therapy Techniques in Counseling
      CNS 583: Couples Counseling
      CNS 584: Counseling Violent and Dysfunctional Families
      CNS 653: Brief Counseling
      PSY 641/PSYS 641: Theories of Psychotherapy
      PSY 642: Clinical Interviewing and Psychotherapy
      PSY 662: Practicum in Psychotherapy
      SWRK 620: Advanced Psycho-Social Approaches for Rural Practice
      SWRK 675: Expressive Therapies

Assessment (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      CNS 552: Testing and Assessment in Counseling
      CNS 567: Mental Health Diagnosis and Treatment in Counseling
      CNS 654: Educational and Intellectual Analysis of Children and Adults
      PSY 560: Cognitive/Intellectual Assessment
      PSY 561: Advanced Assessment in Educational Settings
      PSY 562: Practicum in Psychological Assessment
      PSY 643: Educational Assessment and Intervention
      PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning
      PSY 660: Personality and Socio-emotional Assessment
      PSY 766: Assessment of Autism Spectrum Disorders

SWRK 623: Advanced Social Work Clinical Assessment and Intervention

Developmental Psychology (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      CNS 557: Human and Family Development in Counseling
      PSYS 521: Advanced Child Developmental Psychology

Applied Clinical Practice (3 hours)
      PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.

Advanced Supervision (3 hours)
      PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.

Practicum (3 hours)
      PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.

School Psychology Concentration (21 hours)
Seminar in School Psychology (3 hours)
      PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.

Psychological Interventions (3 hours)
      PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.

Psychopathology (3 hours)
      PSY/PSYS 640: Psychopathology, or equivalent course, with advisor approval.

Diversity (3 hours)
      PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.

Specializations in School Psychology (9 hours)
Students will complete 9 hours in one of three specializations:

Therapies and Interventions with Children

    CNS 569: Play Therapy
    CNS 669: Advanced Play Therapy
    One of the following:
    CNS 669: Expressive Arts in Counseling
    CNS 669: Sandtray Techniques in Counseling

    Equivalent courses may be substituted with advisor approval.

Autism Spectrum Disorder

    PSY 766: Assessment of Autism Spectrum Disorders
    SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive
    Developmental Delays
    SPED 618: Social Skills Instruction and Behavioral Programming for
    Students with ASD

    Equivalent courses may be substituted with advisor approval.

Educational Leadership
    EDAD 585: Fundamentals of School Administration
    EDAD 620: Seminar in Administration of Special Education
    EDAD 630: Special Education Law and Finance
    EDAD 659: Strategic Planning in Education
    EDAD 677: Legal Issues for Professional Educators
    EDAD 684: Instructional Leadership

2. *Rationale:*

2.1   Reason for developing the proposed major program:

There are numerous reasons for developing the proposed Psy.D. program in psychology. Those reasons include: (a) unmet mental health needs nationally, (b) a strong demand for psychologists with the applied degree in Kentucky, (c) a very limited number of doctoral-level psychologists graduating in Kentucky and the multi-state region, (d) the growth of clinical and school psychology in general, and (e) a trend toward the doctorate degree as the standard in the field of psychology. Each of these reasons will be described in more detail.

(a) Unmet mental health needs: National statistics from federal government state one in five American adults experienced a mental health issue, one in 10 young people experienced a period of major depression, and one in 20 Americans lived with a serious mental illness, such as schizophrenia, bipolar disorder, or major depression (www.MentalHealth.gov, 2013). Similarly, the Substance Abuse & Mental Health Services Administration (SAMHSA, www.samhsa.gov, 2013) 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 behavioral health problems was higher than urban areas, resulting in issues such as higher suicide rates, more obesity, and equal or greater likelihood of substance abuse (American Psychological Association, 2013; National Institute of Mental Health, Rural Mental Health Research White Paper, September, 2011). Yet fewer services are available in rural areas. Children and adolescents are also an underserved population (American Psychological Association, 2013). 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 (CDC, Adverse Childhood Experiences Study, 2011).

Despite the pervasiveness of mental health concerns in our country, only 41% of adults received any mental health services (SAMHSA.gov, 2013) and less than 20% of children and adolescents with diagnosable mental health problems receive the treatment they need (MentalHealth.gov, 2013). 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.

(b) <u>Strong demand for psychologists with the applied degree in Kentucky:</u> As part of an evaluation of the need for the Psy.D. program, three focus groups were held with three types of consumers: prospective students; supervisors and employers of clinical psychologists; and employers of school psychologists. The groups were pulled from the western Kentucky region and chosen to represent the broadest possible variety of users in the community. In summary, the prospective students were very enthused about the Psy.D. program for a variety of personal and professional reasons. The most notable reason was the absence of skilled expert practitioners in the rural areas where they practice and the "damage" being caused to the children of the region who could not get services.

The participants in the focus groups with supervisors and employers of clinical and school psychologists were very concerned about the shortage of skilled clinicians. School administrators discussed the ever-increasing complexity of needs presented by children and families in their communities. CEOs of mental health organizations in Kentucky indicated they would hire the doctoral-level psychologists immediately if possible and offered to support the program in any way they could. One participant stated, "We need to find clinicians who want to go back and continue their education and we need front-line staff folks in rural Kentucky." Another stated, "Having a psychologist or two on board would save a lot of time and money for the agency." The growing demand for clinical services for veterans was also cited as an unmet need.

(c) <u>Limited number of doctoral-level psychologists graduating in Kentucky and the surrounding states:</u> A strong demand for a Psy.D. program at WKU can also be inferred from the few programs in Kentucky and surround states that offer a doctor degree in psychology. The University of Kentucky and the University of Louisville are the only public universities that offer the doctoral degree in psychology. UK is the only one that offers the doctorate in school psychology. Both UK and U of L award the Ph.D. degree in 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, 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 Ph.D. clinical psychology programs at the University of Kentucky and University of Louisville post the specific number of applicants it receives on its website. UK has had an average of 213 applicants per year, while U of L had an average of 141 applicants per year, over the last five years. In addition, the

clinical program director at Spalding reported they receive approximately 120 applicants every year. Clearly, the high number of applicants to the three doctoral programs in Kentucky indicates a strong interest and demand in the psychology doctoral degree in Kentucky.

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 UK's clinical psychology program only matriculated an average of 6.2 students per year, and has awarded the Ph.D. to an average of 5.6 students per year, over the last five years. As previously noted, UK is the only university in Kentucky (public or private) that offers the doctorate 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. At the U of L clinical psychology program, they matriculated an average of 7.2 students per year 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 noted they had 46 graduates in the period from Fall, 2002 to Spring, 2010, an average of less than 6 per year. Spalding is the only university in Kentucky offering the Psy.D. degree in psychology. Their website indicated that over the last five years, they accepted an average of 30.4 students per year and averaged 18.2 graduates per year. Clearly, the demand for the degree is high in Kentucky.

(d) <u>Growth of clinical and school psychology:</u> The U.S. Government's Bureau of Labor Statistics annually publishes the *Occupational Outlook Handbook*. The 2012 edition of the handbook states that "employment of clinical, counseling, and school psychologists is expected to grow 22 percent [from 2010 to 2020], faster than average for all occupations." 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 growth in clinical and school psychology stems, in part, from a renewed emphasis by our federal government to fund unmet mental health needs. The U.S. Department of Health and Human Services announced on 12-10-13 that $50 million will be used to expand mental health and substance use disorder services in community health centers nationwide and another $50 million will be used "for the construction, expansion, or improvement of mental health facilities in rural areas over the next three years." An addition $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 Psy.D. program faculty.

(e) <u>A trend toward the doctorate degree as the standard in the field of psychology:</u> The position of the American Psychological Association (APA) is that the doctoral degree is the recommended level of training to be a psychologist. Kentucky's licensing laws favor the doctorate degree in psychology but allow master's-level professionals to practice under the supervision of a doctoral-level psychologist. Kentucky's acceptance of master's-level practitioners also creates a need for more doctoral-level psychologists who can conduct such practice supervision. Both the APA and the National Association of School Psychologists (NASP) have moved the discipline of psychology forward by emphasizing evidence-based practice and competency-based practice. This trend in the fields of clinical and school psychology will be addressed in the proposed Psy.D. program.

2.2   Projected enrollment in the proposed major program:
Focus groups were held to determine student interest in the Psy.D. program. Based on student responses, it is anticipated that the program will be extremely popular. Thus, it is expected that there will be 8 to 12 full-time students admitted per school year, with the possibility of an additional 4 to 6 part-time students enrolled.

2.3   Relationship of the proposed major program to other programs now offered by the department:

The Psychology department currently offers the M.A. degree in Clinical Psychology and the Specialist in Education degree in School Psychology. Currently, the Psychology department does not offer any doctoral-level program. The proposed Psy.D. in Applied Psychology program will be an advanced program, or, a continuation of the clinical and school psychology programs, leading to the terminal doctoral degree. It is anticipated that many graduates of the existing M.A. and Ed.S programs will eventually apply for admission to the proposed Psy.D. program.

2.4   Relationship of the proposed major program to other university programs:

The proposed Psy.D. program will be a unique doctoral-level program at WKU. No other doctoral-level program in any area of psychology exists at the university. While the degree will be in psychology, and the program is structured to allow graduates to become licensed psychologists in Kentucky, other graduate programs and faculty at WKU will support the program through the offering of potential and required courses and through the direction of dissertations. Department heads and program coordinators have approved the use of existing courses from their programs in the Psy.D. program. from the Educational Leadership doctoral program, Department of Counseling and Student Affairs, Social Work, School of Teacher Education, and Department of Psychological

Sciences.

2.5   Relationship of the proposed major program to similar programs offered elsewhere in Kentucky and in other states (including programs at benchmark institutions):

A Psy.D. degree is awarded by 68 institutions in the United States. Of those, 11.8% (n = 8) award the degree in school psychology, 83.8% award it in clinical psychology and 4.4% (n = 3) award in both areas. Of WKU's Benchmark Institutions, 27.7% (n = 5) offer only a Master's or Ed. S. graduate degree in school or clinical psychology. Two offer only a doctorate in school psychology (11.1%) and four (22.2%) offer the doctorate only in clinical psychology. Doctorates in clinical and in school psychology are awarded by 38.9% (n = 7) of benchmark institutions. Of the doctoral degrees offered at benchmark institutions only 3 are Psy.D. degrees. James Madison University offers both a Psy.D. and a Ph.D. degree in both clinical psychology and in school psychology. Indiana State University only awards a Psy.D. in clinical psychology while the school psychology degree is a Ph. D. See Table 1 below.

Table 1.
Doctoral Degrees in Clinical and School Psychology in WKU's Benchmark Institutions.

Benchmark Institution	Clinical Psychology	School Psychology
Appalachian State University		
Ball State University		✓
Bowling Green State University	✓	
Central Michigan University	✓	✓
East Carolina University	✓	
East Tennessee University	✓	✓
Florida Atlantic University		
Illinois State University		✓
Indiana State University	✓ *	✓
James Madison University	✓ *	✓ *
Middle Tennessee State University		
Northern Illinois University	✓	✓
Ohio University	✓	
Towson University		
University of North Carolina - Charlotte		
University of North Carolina - Greensboro	✓	
University of South Alabama	✓	✓
University of Southern Mississippi	✓	✓

* Indicates a Psy.D. degree.

In Kentucky, Spaulding University offers the Psy.D. in Clinical Psychology while the University of Kentucky and University of Louisville offer a Ph.D. in Clinical Psychology. The University of Kentucky is the only institution in the state with a

school psychology doctoral program, but it awards the Ph.D.

2.6   Relationship of the proposed major program to the university mission and objectives:

The 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]

This fit is supported by the following points:

- Doctoral-level psychologists are <u>productive, engaged and socially responsible citizen-leaders</u>. They are force-multipliers, removing emotional and behavioral barriers to effective lives and thus enabling every citizen to be more productive, engaged and socially responsible.
- <u>Global Society</u>: It is clear from our focus group discussions that our students will be working with culturally diverse populations.
- <u>Life-long Learning and Quality of Life</u>: This program will provide opportunities for graduates to advance their education to provide better services to their communities and develop applied research on this region of Kentucky. Further, life-long learning is a professional value and expectation for both concentrations as well as a requirement for maintaining licensure as a health service provider (psychologist) in Kentucky.

The program also has a strong fit with the strategic plan of WKU: Challenging the Spirit Action Plan 2012-20 13 to 2017-2018.[2]

- *Foster Academic Excellence*: The program will raise the bar for excellence in the practice and study of psychology, providing a career path for students from a variety of clinical backgrounds and increased research on the behavioral health needs of schools and communities in this region. 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] A lack of doctoral-level psychologists who are qualified to be supervisors limits the type of mental health profession that organizations can hire. A regular supply of doctoral graduates can help move persons with lower levels of

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
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
3 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
4 U.S. Department of Health and Human Services, Health Resources and Services Administration. (2013). Find shortage areas. http://hpsafind.hrsa.gov/HPSASearch.aspx

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 a variety of professional backgrounds that will enhance the scholarly and research experiences of students in the M.A. in Clinical Psychology, the Ed.S. in School Psychology and the undergraduate bachelors in psychology programs at WKU through increased research activities and opportunities for engagement across the various program levels. A doctoral program will attract better candidates for positions within the department and related departments in the university. We anticipate opportunities to work with other units around the globe needing doctoral candidates or training

- *Promote a Dynamic and Diverse University Community*: The proposed program will provide an incentive to our best bachelor students to be successful at the undergraduate level as it will model a career path for them. Employment of doctoral-level clinical and school psychologists is expected to be faster than average for all occupations through 2020 (at a rate of 22%).6 We anticipate an international component to our candidate population as our international connections take advantage of our offering.

- *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 As mentioned previously, a 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 and have the increased capacity to serve more individuals. In a national survey of rural health providers, having more practitioners ranked 1st and access to services for mental health disorders ranked 3rd in importance to enhance the health of those in rural areas.9 More behavioral health

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

6 U.S. Department of Labor, Bureau of Labor Statistics. (2010-2020). Selected Occupational Projects Data for Clinical, Counseling, and School Psychologists. http://data.bls.gov/oep/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

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

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

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 deals with "brick and mortar" it is worth mentioning that the program already has a clinic that can handle an increase in clients that would come with this program. No new building is required.

3.   Objectives of the proposed major program:

Students who complete the program will be able to:

1.   Function as competent behavioral health practitioners, skilled in developing, providing and evaluating evidence-based practices, particularly for rural and other under-served populations, whether in the community or in schools.

   1.1. Synthesize principles from research in psychology and apply them to behavioral health problems in a variety of settings, from community to schools, adapting to issues of cultural and individual diversity including social economic status and the rural environment.

   1.2. Describe the development, theories, methods, measurement tools, data analysis and results 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 and remain current with and responsive to professional standards and current legal and ethical issues such as those involving insurance, technology, and privacy.

   1.5. Apply evidence-based practice to assess and define the problem and develop and implement an intervention relying on their knowledge of theories and methods.

   1.6. Effectively communicate their assessment and conceptualization to consumers and other professionals

   1.2.   Evaluate the outcomes of treatments and practices and modify their practice based on that evaluation.

2.   Perform 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 following the practitioner-scholar model with the capacity to review the literature, effectively integrate it with practice considerations and evaluate outcomes.

    3.1.   Remain current in scientific and theoretical advancements in general and those affecting their clients in particular.

    3.2.   Engage in data-based problem-solving when dealing with issues in their setting, including adherence to American Psychological Association standards for the conduct of research and sensitivity to cultural and individual differences in their research question, design and implementation.

    3.3.   Design action-research based on the literature that advances the needs of the practice community, evaluate and communicate the results.

    3.4.   Critically evaluate emerging trends in the practice of psychology and adapt their work accordingly using technology and available professional resources.

4. *Program description:*

4.1   Curriculum:

The Psy.D. program is a 48-hour program with two concentrations, Clinical Psychology and School Psychology. All students complete 27 hours of core coursework and 21 hours of concentration coursework. A minimum of 36 hours must be completed at WKU, with the student in residence at least two years. Courses taken to meet requirements for foundational coursework (i.e., deficiency courses) may not be used to satisfy program requirements.

Core Competency Areas (27 hours)

Statistics/Research Methods (3 hours)

Select one of the following, or an equivalent course, with advisor approval:

    PSYS 504: Advanced Research Methods
    PSY 505: Statistical Software
    PSYS 512: Experimental Design and ANOVA
    PSYS 513: Advanced Statistical Analysis
    PSYS 563: Statistics/Psychometrics
    SWRK 540: Foundations of Social Work Research Methods
    SWRK 640: Applied Social Work Research
    EDLD 712: Research Methods and Design for Educational Leaders
    EDLD 722: Measurement and Survey Methods for Educational Leaders

History and Systems (3 hours)

    PSY 701: History and Systems of Applied Psychology, or equivalent course with advisor approval.

Psychopharmacology (3 hours)

    PSY 751: Clinical Psychopharmacology, or equivalent course with advisor approval.

Family Systems (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      CNS 588: Family Systems Counseling
      PSY 741: Family Systems in Therapy

Basic Supervision (3 hours)
      PSY 777: Foundations of Supervision, or equivalent course, with advisor approval.

Dissertation (6 hours)
PSY 899: Dissertation in Psychology

Internship (6 hours)
      PSY 895: Pre-Doctoral Internship

Concentrations
Clinical Psychology Concentration (21 hours)
Psychotherapy (6 hours)
Select two of the following, or equivalent courses, with advisor approval:
      CNS 554: Group Counseling
      CNS 558: Counseling Theories
      CNS 559: Techniques of Counseling
      CNS 561: Counseling Children
      CNS 562: Counseling Adolescents
      CNS 569: Play Therapy
      CNS 582: Sex Therapy Techniques in Counseling
      CNS 583: Couples Counseling
      CNS 584: Counseling Violent and Dysfunctional Families
      CNS 653: Brief Counseling
      PSY 641/PSYS 641: Theories of Psychotherapy
      PSY 642: Clinical Interviewing and Psychotherapy
      PSY 662: Practicum in Psychotherapy
      SWRK 620: Advanced Psycho-Social Approaches for Rural Practice
      SWRK 675: Expressive Therapies

Assessment (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
      CNS 552: Testing and Assessment in Counseling
      CNS 567: Mental Health Diagnosis and Treatment in Counseling
      CNS 654: Educational and Intellectual Analysis of Children and Adults
      PSY 560: Cognitive/Intellectual Assessment
      PSY 561: Advanced Assessment in Educational Settings
      PSY 562: Practicum in Psychological Assessment
      PSY 643: Educational Assessment and Intervention
      PSY 647/CNS 647: Addictions, Assessment, Diagnosis, and Treatment Planning
      PSY 660: Personality and Socio-emotional Assessment
      PSY 766: Assessment of Autism Spectrum Disorders

SWRK 623: Advanced Social Work Clinical Assessment and Intervention

Developmental Psychology (3 hours)
Select one of the following, or an equivalent course, with advisor approval:
CNS 557: Human and Family Development in Counseling
PSYS 521: Advanced Child Developmental Psychology

Applied Clinical Practice (3 hours)
PSY 801: The Profession of Clinical Psychology, or equivalent course, with advisor approval.

Advanced Supervision (3 hours)
PSY 877: Advanced Clinical Supervision, or equivalent course, with advisor approval.

Practicum (3 hours)
PSY 791: Advanced Psychology Practice, or equivalent course, with advisor approval.

School Psychology Concentration (21 hours)
Seminar in School Psychology (3 hours)
PSY 785: Doctoral Seminar in School Psychology, or equivalent course, with advisor approval.

Psychological Interventions (3 hours)
PSY 792: Advanced Practicum in Intervention, or equivalent course, with advisor approval.

Psychopathology (3 hours)
PSY/PSYS 640: Psychopathology, or equivalent course, with advisor approval.

Diversity (3 hours)
PSY 520: Individual Differences and Diversity, or equivalent course, with advisor approval.

Specializations in School Psychology (9 hours)
Students will complete 9 hours in one of the three specializations:

Therapies and Interventions with Children (9 hours)

CNS 569: Play Therapy
CNS 669: Advanced Play Therapy
One of the following:
CNS 669: Expressive Arts in Counseling
CNS 669: Sandtray Techniques in Counseling

Equivalent courses may be substituted with advisor approval.

Autism Spectrum Disorder (9 hours)

PSY 766: Assessment of Autism Spectrum Disorders
SPED 610: Characteristics of Autism Spectrum Disorders and Pervasive Developmental Delays
SPED 618: Social Skills Instruction and Behavioral Programming for Students with ASD

Equivalent courses may be substituted with advisor approval.

Educational Leadership (9 hours)
EDAD 585: Fundamentals of School Administration
EDAD 620: Seminar in Administration of Special Education
EDAD 630: Special Education Law and Finance
EDAD 659: Strategic Planning in Education
EDAD 677: Legal Issues for Professional Educators
EDAD 684: Instructional Leadership

4.2   Accreditation, certification, approval, and/or licensure:
Within the field of psychology, advanced professional practice programs are closely aligned to the standards of the professional societies, accrediting boards, and licensing bodies for the applied practice of psychology. The practitioner/scholar model of training is an accepted and prevailing model for Psy.D. programs. The proposed program is designed to meet accreditation standards by the learned societies of clinical and school psychology, the American Psychological Association (APA) and the National Association of School Psychologists (NASP). Accreditation with these bodies will be pursued after program implementation.

Students who successfully complete the program will be eligible to be licensed at the doctoral-level with the Health Service Provider designation in the Commonwealth of Kentucky. Both the Clinical Concentration and the School Concentration meet licensure standards for their respective areas.

4.3   Program delivery:
Initially, the program will be delivered in a non-traditional format offering evening and weekend courses Many of the students in the first two cohorts are likely to be those that were recruited from past graduates. Thus, these cohorts will be comprised of currently-licensed professionals who are working in the field. Taking time away from work to complete a doctoral degree is not feasible for many of these potential students. Thus, there is a need for a non-traditional format.

In order to complete the didactic portion of the program in two years, students will need to take eight classes (24 hours) per year. A number of options are being explored to allow students to complete these classes. These options all involve providing provide coursework on a flexible schedule of evening and weekend classes.

Students may elect to attend the Psy.D. program on a part-time basis. Students will meet with advisors early in their career to discuss their options and determine what is best for them. Students who attend the program part-time will not be able to complete the didactic component in two years.

After the first two cohorts have completed, scheduling options will be revisited to determine whether a different schedule of course offerings would better meet student needs.

5.   *Resources:*

5.1   Faculty:

Current clinical and school psychology faculty members have the expertise/ competencies to teach many of the proposed courses for the Psy.D. program. However, these faculty have existing responsibilities for teaching courses within the existing B.A., M.A. and Ed.S. programs within the Department of Psychology; thus, they are prevented from teaching all of the needed courses in the Psy.D. program. Consequently, in order to appropriately staff the proposed Psy.D. program, four new faculty members need to be hired. These new faculty members will teach courses in the Psy.D. program and courses within the existing B.A., M.A., and Ed.S. programs so that current faculty can teach some of the Psy.D. courses as well. It is critical that the B.A., M.A., and Ed.S. programs be maintained within the Department of Psychology, as they serve as a strong recruitment base for the Psy.D. program.

While the initial first-year programmatic needs could be met by reassigning current faculty, drawing on existing courses at WKU in other graduate programs, courses taught using faculty from other departments such as Mental Health Counseling, and hiring part-time instructors from professionals in the community, a more solid pedagogical plan is to hire one clinical and one school psychology Assistant Professor to begin the first year of the program. Students in the doctoral program will likely take four classes each semester the first year. That means 16 (eight clinical and eight school) doctoral courses will need to be taught in that year. If the five current clinical or school faculty each teach one course per semester, that will be 10 classes that are offered. We have a commitment from a professional in the community to offer two courses. The final four classes can most likely be porvided via a combination of offerings through the Educational Leadership doctoral program, having both clinical and school students take classes together, and recruiting faculty from other departments to teach courses.

However, this is not a stable plan. It pulls clinical and school faculty away from responsibilities to the existing undergraduate and graduate programs, and increases the risk of not retaining students in those programs. A more stable long-term plan is to hire one additional school psychology and one additional clinical psychology faculty member in the first year. Adding two new faculty members with a primary teaching load in the doctoral program (two of three courses per semester) will permit an additional eight courses per year to be offered, will allow for full-time faculty to teach all of the courses, provides for flexibility in terms of scheduling, and does not detract from the existing undergraduate and graduate classes.

In the second and subsequent years, there will be two cohorts of clinical and school students who each need to take four classes per semester. This leads to about 32 classes a year that will need to be offered. There will be some classes that overlap between the two concentrations, some classes will be taught via other programs such as the Educational Leadership doctoral program, and faculty from other departments such as Mental Health Counseling will teach some classes. Thus, approximately 28 unique classes per year will need to be taught by faculty from the Department of Psychology. The 12 additional courses can be offered by adding two additional faculty members (one school and one clinical) whose teaching load is entirely in the doctoral program.

While we have commitment from one local professional to assist in teaching courses in his specialty area, we will also pursue additional professionals from the community to aid in offering classes in their areas of specialization.

The following table is a numerical summary of the above information.

Year of the Program	Total Number of Classes Needed	Classes by Current Clinical Faculty	Classes by Current School Faculty	Deficit after Current Faculty	Classes by Adjuncts	Classes by Other Programs	Deficit	Classes by New Faculty
Year one	16	4	6	6	2	1	3	3
Year two	28	6[a]	8[a]	12	2	2	12	12
Subsequent	28	12[a]	14[a]	2	1	1	0	0

[a]These numbers assume that new hires have been made and the new faculty are incorporated into the Department of Psychology faculty.

5.2   Technological and electronic informational resources (e.g., databases, e-journals): *Information Technology*. The Information Technology Division will provide academic and administrative technology services for the doctoral program's faculty and students. The Informational Technology Division will support computing laboratories and classroom instructional support related to instructional design and distance learning services for video-enabled classrooms using internet, videoconferencing delivery methods, web site design, and learning management systems (e.g., Blackboard), as appropriate for program delivery. Training opportunities will be provided. SPSS, SAS, and other specialized scholarly software packages are available to students on campus-wide licenses.

Distance Learning. The Office of Distance Learning will provide help in developing and offering any online courses in the program.

Library Support Appropriate for Doctoral Degree Work

WKU Libraries subscribe to a substantial number of journals germane to the Psy.D. program (see below).

Based on the report of the subject specialist librarian, Rosemary Meszaros, along with the assistance of Jack Montgomery, Collection Services Coordinator, and Laura DeLancey, Electronic Resources Librarian, library faculty have determined that:

- Current monograph holdings seem adequate, and reference collections are current. The 2012-13 budget included $83,375 for all Psychology serials. Sample searches on pertinent topics revealed an adequate collection of monographs to begin the program. As new courses are added and dissertation topics are developed, monographs in that field should be added. These could be supplemented where necessary through Interlibrary Loan.
- E-journals
- Media: DVD collection is adequate for present requirements.
- Top priority should be given to acquiring additional electronic resources to enhance the current print resources. These will be critical for remote users, especially those enrolled part-time or living outside Bowling Green. The recommended acquisitions are also critical to support a quality program.
- Additional support services are available from the Writing Center desk at the Helm-Cravens Commons area as well as librarians at the main Bowling Green campus and regional campus librarians at Glasgow, Owensboro and Elizabethtown.
- The prioritized list below emphasizes the expanded access recommended to full-text journals, dissertations, and retrospective access to the premier Psychological Abstracts.

Databases and Materials that WKU Libraries subscribe to:

Dissertations and Theses Full Text 1997+
ProQuest
This database is the world's most comprehensive collection of dissertations and theses from around the world, spanning from 1743 to the present day and offering full text for graduate works added since 1997, along with selected full text for works written prior to 1997.

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PsycINFO
EBSCOHost
From the American Psychological Association's (APA) renowned resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, it is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains over 3 million records and summaries dating as far back as the 1600s. Journal coverage, which spans from the 1800s to the present, includes international material selected from 2,500 periodicals in dozens of languages.

Psychological & Behavioral Sciences
EBSCOHost
Psychology & Behavioral Sciences Collection is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for

nearly 400 journals.

Mental Measurements Yearbook and Tests in Print
EBSCOhost
MMY includes timely, consumer-oriented test reviews, providing evaluative information to promote and encourage informed test selection, with special emphasis in psychology and education. Tests in Print serves as a comprehensive bibliography to all known commercially available tests that are currently in print in the English language.

Sage Premier
Sage Publishing
Sage offers full text of 96 psychology journals which they publish.

JSTOR Social Sciences
ITHAKA
Full text of the complete archival collections of almost 1,400 core scholarly journals, 76 of which are devoted to psychology, not including the most recent five years. The newer issues are added when they become archival.

Databases and Materials that WKU Libraries does not subscribe to:

PsycARTICLES
    American Psychological Association $28,000
PsycARTICLES® is a robust database offering complete access to the full text of more than 90 landmark journals in behavioral science and related fields since 1894. Complete coverage of all subject areas relevant to psychological science including basic/experimental psychology, clinical psychology, developmental psychology, education and school psychology, health psychology, industrial/organizational psychology, social psychology and social processes.
WKU Libraries do not subscribe to PsycARTICLES.

Additional Funds $10,000
Additional funds have been allocated on a recurring basis for University Libraries in the amount of $10,000 to add to the resources needed to support the growth of the Libraries holdings for the doctoral program. This amount can be found in the projected budget for the first year.

    TOTAL RECURRING COSTS: $45,400

5.3   Facilities and equipment:
        The Doctorate in Applied Psychology program will utilize the Psychology Training Clinic in Gary Ransdell Hall. The Clinic has 24 therapy rooms that can be used to train students in therapy and assessment skills.

6. *Proposed term for implementation:*

Fall 2015

7. *Dates of prior committee approvals:*

Department of Psychology: February 21, 2014___

CEBS Curriculum Committee   _____

Contact with Office of Academic Affairs
     re: CPE Posting   _____

PEC   _____

Graduate Council   _____

University Senate   _____