Meeting of the College Academic Council  
College of Liberal Arts & Sciences -- 210 Strong Hall  
April 9, 2013 - 4:00 p.m.  
AGENDA

I. APPROVAL OF THE MARCH 12, 2013 CAC MINUTES

II. REPORT ON BALLOT ISSUE: Changes to Bachelor of Arts Degree  
Presented by Danny Anderson

III. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)  
Submitted by Cynthia Lynn, presented by Eve Levin, CGS Chair  
Items approved in the February 14, 2013 and March 14, 2013 Meetings of the CGS

   A. Curricular Changes for Approval  
      NEW COURSES: ABSC 803; GIST 710; PSYC 803

   B. Program Changes for Approval  
      PROGRAM CHANGE: Ph.D. in Applied Behavioral Science  
      PROGRAM CHANGE: Ph.D. in Psychology

IV. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES AND ADVISING (CUSA)  
(Items approved in the March 12, 2013 and March 26, 2013 meetings of the CUSA)  
Submitted by Lanis Atwood, presented by Katie Conrad, CUSA member

   A. Old Business for Approval  
      a. BGS Proposal (attachment 1)  
      b. Early and Continuous Enrollment Policy (attachment 2a)  
      c. Time to Degree and Readmission Policy (attachment 2b)

Next regularly scheduled meeting of the CAC will be Tuesday, May 14, at 4:00 PM in 210 Strong Hall.

Committee members in attendance: Norman Akers, Jackie Brinton, Johannes Feddema, Jane Gibson, Michelle Heffner Hayes, Steve Ilardi, Anna Neill and Jorge Pérez  
Committee members not in attendance: Heather Desaire, Ebenezer Obadare, Cody Powers, Alex Rippberger, John Tibbetts  
Others in attendance: Danny Anderson, Ann Cudd, Larry Fillian, Bob Goldstein, Marsha Haufler, Bob Hurst, Liz Kowalchuk, Eve Levin, Cindy Lynn, Jim Mielke, Anne Sawyer

The meeting was called to order by Danny Anderson at 4:00 PM.
Minutes
A motion was made and seconded to approve the February 12, 2013 minutes of the College Academic Council as written. The motion was approved unanimously.

Ballot Issue: Changes to Bachelor of Arts Degree
A motion was made and seconded and the CAC voted unanimously that the Dean should proceed with an electronic referendum of the College Assembly to finalize the new degree requirements for the Bachelor of Arts degree.

Consistent with the College’s bylaw requiring ten days advance notice of an electronic ballot, official notification of the referendum will be made today to all eligible voters today, via email to all eligible voters today. The electronic ballot will be delivered Tuesday, March 26, and must be completed by Thursday, March 28.

Report of the Committee on Graduate Studies (CGS)
(Eve Levin, 2012-13 CGS Chair, reporting)

- The motion (CGS report by Eve Levin) was seconded, and the CAC voted unanimously to approve the following curricular changes:
  - NEW COURSE: POLS 904
  - COURSE CHANGE: POLS 909

- Individual motion (CGS report by Eve Levin) was seconded and the CAC voted unanimously to approve the following program changes:
  - PROGRAM CHANGE: M.A. in Visual Art Education

- The following items were tabled:
  - CURRICULAR CHANGES: GEOL 754 and GEOL 751
  - PROGRAM CHANGES: M.S. in Geology and Ph.D., in Geology

Report of the Committee on Undergraduate Studies & Advising (CUSA)
(Robert Hurst, 2012-2013 CUSA Chair, reporting)

- The motion (CUSA report by Robert Hurst) was seconded and the CAC voted unanimously to approve the following curricular changes:
  - NEW COURSES: ANTH 561, EALC 361, EALC 362, EALC 561, EALC 562, HIST 352, HIST 355, HWC 350, ISP 350, LAA 561, LING 111, PSYC 375
  - COURSE CHANGES: PSYC 370, PSYC 371, PSYC 380, PSYC 381, SPLH 320

- The motion (CUSA report by Robert Hurst) was seconded and the CAC voted unanimously to approve the following degree requirements:
  a. Changes to Existing Major in Speech-Language-Hearing – BA & BGS
  b. Changes to Existing Major – B.A. and B.G.S. in Psychology
  c. Changes to Existing Minor – Psychology
  d. Changes to Existing Major Admission Requirement for the B.S. in Behavior Neuroscience
  e. Changes to Existing Major -B.S. in Behavioral Neuroscience

- The motion (CUSA report by Robert Hurst) was seconded and the CAC voted unanimously to approve the following degree requirements:
  Changes to Existing Major in Dance. The document (at this link) was reviewed by the CAC and approved as written.
**Old Business for Approval**
The motion (CUSA report by Robert Hurst) was seconded and the CAC voted unanimously to approve the proposed Writing Requirement for the Bachelor of Arts degree.

At 4:50 PM, a motion was made, seconded and approved unanimously to adjourn the meeting.

**Next regularly scheduled College Academic Council Meeting: Tuesday, April 9, 2013, at 4:00 PM (210 Strong Hall)**

*Minutes recorded and transcribed by Anne Sawyer (Secretary to the College Assembly)*

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**III. REPORT OF THE COMMITTEE ON GRADUATE STUDIES (CGS)**

A. Curricular Changes for Approval

**APPLIED BEHAVIORAL SCIENCE**

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<th>CHANGE:</th>
<th>NEW COURSE</th>
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<tr>
<td>ABSC 803</td>
<td>Fundamentals of Psychological Assessment and Intervention with Children (3)</td>
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Lecture and supervised experience covering the theoretical and empirical literature on assessment and intervention methods for children, adolescents, and families. Students will learn and demonstrate evidence-based clinical interviewing skills, behavioral observation techniques, risk assessment techniques, therapeutic communication approaches, strategies for providing assessment feedback to families, and ethical principles related to the provision of assessment and psychotherapy (including client file and resource management). The course requires interaction with clinical populations and communication with referral sources. Prerequisite: Graduate student in clinical child psychology program. FLD.

Grading: A-F, W and I

Cross listed with: PSYC 803

This new course will be first offered Fall 2013, and then every spring and fall thereafter.

**JUSTIFICATION:**
This course is a degree requirement in the following way: The CCPP currently requires that all doctoral students take three assessment courses (811, 812, and 814). Based on our survey of training directors of clinical psychology internship programs, as well as a survey of our alumni, we are in the process of reconfiguring our assessment sequence. The new course (803) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 will become an elective.

This course impacts students in the following way: Current students in the program will continue with the existing required assessment courses. ABSC/PSYC 811, 812, and 814 will continue to be offered. The new assessment sequence will be implemented with the incoming Fall 2013 class of doctoral students.
Surveys of a representative sample of Internship Directors (i.e., regarding what specific skills and competencies are expected for interns) as well as surveys of our graduates (i.e., regarding what skills and competencies they use in the job market) have informed our discussions and decision about what skills and competencies we need to teach in our assessment sequence. The new course imparts training on some assessment and intervention competencies that have not been systematically addressed in our current sequence, and more efficiently trains some competencies that have been distributed throughout the curriculum. Overall, the CCPP faculty feel that the new course (803) will allow more comprehensive and coherent coverage of foundational assessment and treatment competencies.

GLOBAL AND INTERNATIONAL STUDIES

CHANGE: NEW COURSE
GIST 710 Interdisciplinary Research Methods for Global Contexts (3)

This course addresses the challenges for students engaged in research in an interdisciplinary and international context. The course will take issues for research and place them within the structure of a research design process, including formulation of a general question, the appropriation of theory, the grounding of a literature review, and the positing of a testable research question and/or hypothesis. Students will also be exposed to research methodologies and how these manifest themselves through the logic of the disciplines—such as anthropology, sociology, geography, political science, history and literature. With a final thesis project design in mind, students will be expected to be able to utilize the research tools of accessing secondary analytical data, archival research, SPSS, ArcView and methods such as survey construction, implementation, and analysis, interviews, content analysis, discourse analysis, case study, and GIS. GIST 701 or consent of instructor. LEC.

Grading: A-F, W and I

This new course will be first offered Fall 2013, and then Every Fall Semester at least thereafter.

JUSTIFICATION:
This course is an elective. MA’s in the GIST program have previously received little to no guidance as to how to appropriate and utilize methodology in the writing of their theses. This course is an attempt to remedy that.

PSYCHOLOGY

CHANGE: NEW COURSE
PSYC 803 Fundamentals of Psychological Assessment and Intervention with Children (3)

Lecture and supervised experience covering the theoretical and empirical literature on assessment and intervention methods for children, adolescents, and families. Students will learn and demonstrate evidence-based clinical interviewing skills, behavioral observation techniques, risk assessment techniques, therapeutic communication approaches, strategies for providing assessment feedback to families, and ethical principles related to the provision of assessment and psychotherapy (including client file and resource management). The course requires interaction with clinical populations and communication with referral sources. Graduate student in clinical child psychology program. LEC.
Grading: A-F, W and I

Cross listed with: ABSC 803

This new course will be first offered Fall 2013, and then every semester thereafter.

JUSTIFICATION

This course is a degree requirement in the following way: The CCPP currently requires that all doctoral students take three assessment courses (811, 812, and 814). Based on our survey of training directors of clinical psychology internship programs, as well as a survey of our alumni, we are in the process of reconfiguring our assessment sequence. The new course (803) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 will become an elective.

This course impacts students in the following way: Current students in the program will continue with the existing required assessment courses. ABSC/PSYC 811, 812, and 814 will continue to be offered. The new assessment sequence will be implemented with the incoming Fall 2013 class of doctoral students.

B. Program Changes for Approval

APPLIED BEHAVIORAL SCIENCE – Ph.D.

(OLD) Current Courses Requirement


(NEW) Proposed Courses Requirement


The change(s) to this program will first take effect Fall 2013

JUSTIFICATION
The CCPP currently requires that all doctoral students take three assessment courses (811, 812, and 814). Based on our survey of training directors of clinical psychology internship programs (see below), as well as a survey of our alumni, we seek to update our curriculum to meet the demands of the current market. The new course (803; submitted to COGA on 12/20/2012) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 (formerly required) will become an elective. We have taken an extremely empirical approach to this decision. As the committee knows, a one-year Clinical Internship is required for all of our students to complete their degree program. Our faculty (led by Dr. Yo Jackson) has conducted a nationally representative survey of Internship Directors. The survey assessed what specific skills and competencies are expected for interns to use in the job market. Together, these two surveys have informed our discussions and decision about what skills and competencies we need to teach in our assessment sequence. The new course (ABSC/PSYC 803) imparts training on some assessment and intervention competencies that have not been systematically addressed in our current sequence, and more efficiently trains some competencies that have been distributed throughout the curriculum. Overall, the CCPP faculty feel that the new course will allow more comprehensive and coherent coverage of foundational assessment and treatment competencies. Some of these competencies are so foundational that they must be imparted before students begin seeing clients in their practicum courses. Thus, the course will be required of all first year doctoral students in the program. Our survey also indicated that 814 (formerly a required course) might be better thought of as an elective. Specifically, our data indicate that some percentage of our graduates (and training directors) feel that the skills and competencies imparted in this course are essential, while an approximately equal percentage felt that those skills did not advance their career (or were not expected in the job/internship market). After careful deliberation, we recognized that with the diversity of positions that our graduates take, the course does, in fact, serve some of our students well, but may not be necessary for all. Thus, we will continue to offer 814, and the Director of Training (Steele) will counsel students regarding whether 814 is likely to be necessary and useful in the students' chosen career path.

PSYCHOLOGY – Ph.D.

(OLD) Current Course Requirement

Achieve & Intell Assess in CCP (PSYC/ABSC 811) Behav & Personality Assess of Children (PSYC/ABSC 812) Advanced Child and Family Assessment (PSYC/ABSC 814) 2. Intervention & Therapy Procedures Required: Therapeutic Interventions with Children (ABSC/PSYC 976) One additional course selected from the following: Psychotherapy with Families (PSYC 967) Theory of Marriage and Family Counseling (PRE 956) Theories and Methods of Psychotherapy (PSYC 946) Empirically Supported Treatments (PSYC 949) Group Therapeutic Techniques (PSYC 936).

(NEW) Proposed courses Requirement

selected from the following: Psychotherapy with Families (PSYC 967) Theory of Marriage and Family Counseling (PRE 956) Theories and Methods of Psychotherapy (PSYC 946) Empirically Supported Treatments (PSYC 949) Group Therapeutic Techniques (PSYC 936).

The change(s) to this program will first take effect Fall 2013

JUSTIFICATION

The CCPP currently requires that all doctoral students take three assessment courses (811, 812, and 814). Based on our survey of training directors of clinical psychology internship programs (see below), as well as a survey of our alumni, we seek to update our curriculum to meet the demands of the current market. The new course (803; submitted to COG A on 12/20/2012) will become the first course in the required 3-course assessment sequence, followed by 811 and 812. ABSC/PSYC 814 (formerly required) will become an elective. We have taken an extremely empirical approach to this decision. As the committee knows, a one-year Clinical Internship is required for all of our students to complete their degree program. Our faculty (led by Dr. Yo Jackson) has conducted a nationally representative survey of Internship Directors. The survey assessed what specific skills and competencies are expected for interns to be successful. An accompanying survey of our graduates assessed what skills and competencies they use in the job market. Together, these two surveys have informed our discussions and decision about what skills and competencies we need to teach in our assessment sequence. The new course (ABSC/PSYC 803) imparts training on some assessment and intervention competencies that have not been systematically addressed in our current sequence, and more efficiently trains some competencies that have been distributed throughout the curriculum. Overall, the CCPP faculty feel that the new course will allow more comprehensive and coherent coverage of foundational assessment and treatment competencies. Some of these competencies are so foundational that they must be imparted before students begin seeing clients in their practicum courses. Thus, the course will be required of all first year doctoral students in the program. Our survey also indicated that 814 (formerly a required course) might be better thought of as an elective. Specifically, our data indicate that some percentage of our graduates (and training directors) feel that the skills and competencies imparted in this course are essential, while an approximately equal percentage felt that those skills did not advance their career (or were not expected in the job/internship market). After careful deliberation, we recognized that with the diversity of positions that our graduates take, the course does, in fact, serve some of our students well, but may not be necessary for all. Thus, we will continue to offer 814, and the Director of Training (Steele) will counsel students regarding whether 814 is likely to be necessary and useful in the students’ chosen career path.

IV. REPORT OF THE COMMITTEE ON UNDERGRADUATE STUDIES & ADVISING (CUSA)

(see Attachments #1, #2a and #2b)